



Harmony and Diversity

**Religious Education in
Leicester City**

Agreed Syllabus Update 2014-2019

**An update supplement to the
Agreed Syllabus 2009-2014**

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Foreword

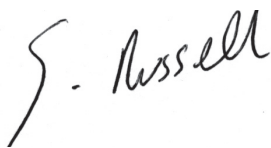
I welcome this Update supplement to Leicester's Agreed Syllabus, which is the result of considerable hard work by the members of Leicester's SACRE, the Agreed Syllabus Conference and the teachers' working group. It is reflected both in the quality of the document itself and in the substantial benefit that teachers will derive from using it over the next five years.

This Update revises and further strengthens this valuable resource for schools and enables teachers to adapt the syllabus so as to enable children to explore their own beliefs, values and traditions, and to learn a deeper respect for the beliefs and values of others.

Our updated Agreed Syllabus for Religious Education establishes the legal requirement for RE in Leicester and gives clear guidance about how and what to teach in RE. It allows our children to share their experiences and to learn from one another about the religions, beliefs and world views represented in our community. It aims to support children to develop positive attitudes of respect towards people of all faiths and of none.

Leicester is a vibrant and unique city with much diversity of religion and belief. We celebrate and harness the harmony between, and diversity within, the religions and beliefs represented within the city and we are frequently commended by visitors from other areas of Britain and further afield who come to look at, and learn from, the way we work with children from such diverse backgrounds. Religious Education in our schools promotes the values of openness, appropriate questioning, understanding and tolerance and equips our children with attitudes for life within our plural city and in the wider world of diversity.

I have every confidence that Leicester's teachers and our children will benefit greatly from this excellent resource.



Councillor Sarah Russell
Assistant City Mayor - Education and Children's Services



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Introductory documents

Key features and changes in the Agreed Syllabus

This Agreed Syllabus (AS) update has introduced a number of changes and additional features to support Religious Education (RE) in schools. This page provides a summary of what to look for. The

details of the changes and additional features are to be found in the full document. It is not enough to read this page alone.

Leicester City RE Agreed Syllabus 2009-2014	Leicester City Agreed Syllabus update supplement 2014 (The update is to be used in conjunction with the 2009-14 document)
Two attainment targets: learning about and learning from religion	Two attainment targets: learning about and learning from religion and worldviews.
A set of aims for RE	To support the current aims and following advice from OFSTED a clear core purpose for RE.
Clear information on the religions and beliefs to be taught	An additional piece of guidance on religions in the local area.
Information on teaching RE in the Foundation Stage (EYFS)	Updated guidance on RE in the Foundation Stage (EYFS).
Legal guidance	Updated legal guidance on RE in all school types.
A full set of exemplar units for EYFS to KS3	A series of suggested exemplar questions to support planning with clear links shown to the programme of study from the 2009-14 document, which is still to be used, and which links to the planning grids and exemplar units. Clear planning steps to support the planning of units of work in RE. This follows advice from OFSTED on weaknesses in planning RE. In Key Stage 1 and 2 a comprehensive set of planning grids have been provided to support subject leaders to improve planning, teaching and learning in RE. In Key Stage 3 three sample planning grids have been provided. These grids allow RE to be taught as stand-alone lessons, as blocks of learning or linking to other areas of the curriculum. 2 further exemplar enquiry based units provided on the support CD. These investigation units take seriously the OFSTED finding that pupils learn well through investigation.
Much RE taught in a lesson a week model	Big RE: A document on the CD to support planning, focussed RE days and weeks.



The aims and purpose of RE in Leicester

This page reinforces the Agreed Syllabus page 2 and page 8

RE contributes dynamically to the education of children and young people 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 in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

RE is fun because we do a variety of different activities. We get a chance to discuss things.



Aims of RE in Leicester

RE supports the aims for education, outlined in the National Curriculum 2013, to:

- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils for the opportunities, responsibilities and experiences of later life

In Harmony and Diversity, the AS supported by this document, there is a comprehensive set of aims for RE. However OFSTED and other bodies have suggested that it is useful to have an overarching shared purpose of RE to support pupils, parents, teachers and other stakeholders understand the place of RE in the curriculum.

Core purpose for RE in Leicester City:

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.



Response to the RE review and Ofsted report

When creating this update Leicester's Standing Advisory Council on Religious Education (SACRE) investigated the key issues of concern in the Ofsted subject report Religious Education: Realising the Potential, October 2013. SACRE recommends that schools read the OFSTED report and consider both the areas of concern noted and the examples of good practice featured in the document.

SACRE considered the key areas of the report and addressed each of the concerns.

Part A of Realising the Potential discusses several major areas of concern:

- **low standards**

The present AS and its full scheme of work provide guidance on appropriate, engaging, effective RE. Schools are supported with an exemplification of standards document and 'I can...' statements.

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc

Section B: An exemplar scheme of work

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc

Section C: Guidance and support materials for assessment

- **weak teaching**

Whilst it is difficult for SACRE to judge the quality of teaching in Leicester schools, the syllabus shows clearly what good teaching in RE looks like. SACRE regularly look at OFSTED reports for commentary on RE and SMSC.

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc

Section B: An exemplar scheme of work

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc

Section C: Guidance and support materials for assessment

- **problems in developing a curriculum for RE**

The present syllabus is flexible, allowing teachers to plan their own curriculum and for those who feel more support is needed there is a full scheme of work.





The OFSTED report suggests that schools should think more carefully about the structure of learning. This update includes a planning structure and planning grids are included to show teachers a structured way of planning their own RE from the AS.

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc

Section B: An exemplar scheme of work

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Programmes of Study p33-51

See: Agreed Syllabus update 2014 - KS1 p21-26, KS2 p42-49, KS3 p67-72

- **confusion about the purpose of RE**

There is considerable evidence that the purpose of RE is unclear to some teachers, pupils and the public. A clear purpose of RE has been created.

See: Agreed Syllabus update 2014 - p7-8

- **weak leadership and management**

Clear guidance on how to be a subject leader in the present syllabus, including information on monitoring and evaluation.

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc

Section D: An exemplar scheme of work

- **gaps in training**

SACRE supports network meetings for primary and secondary teachers of RE.

Part B: Examples of effective practice

- **using enquiry as a basis for improving pupils' learning**

The AS update includes key questions for planning and enquiry, sample content for non-statutory key questions and two sample enquiries for schools. These have been written in more detail for primary schools as more support is required for the mainly non-specialist teachers and HLTAs teaching RE to this age group.

See: Agreed Syllabus update 2014 - p24-76, p95-114 on the support disc.

- **high-quality leadership and management in primary and**

secondary schools

Clear guidance on how to be a subject leader in the present syllabus, including information on monitoring and evaluation.

See: One Leicester: Harmony and Diversity RE Agreed Syllabus Support Disc
Section D: An exemplar scheme of work

Religious Education: A National Curriculum Framework (NCFRE)

Whilst RE is not part of the National Curriculum but is a statutory subject, the Religious Education Council (REC) felt it was important and timely that RE was reviewed at the same time as the rest of the curriculum. Whilst the DfE felt unable to fund this review they have welcomed the document with a foreword from Secretary of State Michael Gove.

The document has been written in a style that reflects aspects of the best of the National Curriculum documents. It is up SACREs how much or little they take from the NCFRE.

Leicester SACRE made the decision to update rather than rewrite the syllabus. This decision was made after consultation with teachers and SACRE, therefore the update only takes on some of the aspects of the NCFRE.

SACRE notes that the present syllabus shows the importance of systematic teaching. The update includes support in terms of purpose and planning, both suggestions from the NCFRE.





Amendments

This section contains amendments to the statutory part of One Leicester: Harmony and Diversity RE AS. This syllabus has now been revised and together with this update constitutes the Leicester Agreed Syllabus for RE 2014-2019. In 2009 AS terms such as Community Cohesion and Every Child Matters are used, while this terminology is not longer in use, the work within these sections is still useful to schools.



Legal requirements for religious education in the curriculum

This page amends and adds to the information on page 30 in the Agreed Syllabus

National requirements

Legislation requires that RE is part of the school curriculum for all registered pupils.

Legislation requires that:

- in Community, Foundation or Voluntary schools without a religious character, RE is taught in accordance with the local agreed syllabus
- academies and free schools must teach RE in accordance with the requirements for a locally agreed syllabus, set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'
- for Foundation and Voluntary Controlled schools with a religious character, RE must be taught according to the agreed syllabus unless parents request RE in accordance with the trust deed of the school and
- in Voluntary Aided schools RE must be taught in accordance with the trust deed

RE must be included in the curriculum for all registered pupils, including all pupils in reception classes and sixth form but excluding:

- pupils in nursery schools or nursery classes in primary schools
- any person aged nineteen or above for whom further education is being provided at school and

- any person over compulsory school age who is receiving part-time education

Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s 71 SSFA 1998). This will include school children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable.

Education Act 2002 Section 80 (1)(a); (2) (a) (b))

RE must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Education Act (1996 Section 375 (3))

School Standards and Framework Act (1998, Schedule 19, para.5)

Special schools

The legislative requirement is that every special school pupil, unless withdrawn by parents, will receive RE as far as is practicable. Practicability is related to the special educational needs of the pupils and not, e.g., to problems of staffing or premises.

The right of withdrawal

Pupils

Parents may withdraw their children from RE lessons or any part of the RE curriculum and the school has a duty to supervise them, though not to provide additional teaching or to incur extra costs. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents, not the school. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact



on the child's attendance. Schools should have a policy setting out their approach to provision and withdrawal.

Teachers

Teachers may withdraw from the teaching of RE unless they have been specifically employed to teach or lead and manage RE. An application to withdraw must be given in writing to the headteacher and chair of governors. Pupils must not miss out on RE teaching because a teacher has withdrawn from teaching RE. The school must make alternative provision for the pupils to be taught RE.

Information for parents

A school prospectus/website must include details of:

- the RE provided; and
- the parents' right to withdraw their child from RE, and alternative provision for pupils who are withdrawn from RE.

Pupils' progress in RE should be reported to parents according to current requirements.

In all schools, the policy for teaching RE is the responsibility of the governing body and, as with all other curriculum subjects, the delivery is the responsibility of the teachers led by the headteacher.

RE, Academies and Free Schools

Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools.

As set out in their Funding Agreements, all academies are required to provide RE for all pupils, from Reception to 6th Form, except those whose parents exercise their right to withdrawal.

There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus or curriculum meets the legal requirements,

set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

RE is not subject to nationally prescribed purpose of study, aims, attainment targets, and assessment arrangements, but it is subject to inspection. Where schools are not using an agreed syllabus, standards will be judged in relation to the expectations set out in the Non-statutory National Framework for RE (2004).

The Leicester AS and update 2014-2019 fulfils the legal requirements set out above, and has its roots in the Non-statutory National Framework (2004) and is informed by the REC non statutory National Curriculum for Religious Education (2013). It is written to support academies in meeting the requirements of their funding agreements. Academies are encouraged to adopt the syllabus, taking advantage of the resources and support that it offers.



Learning methods and pedagogies of RE in Leicester

This page amends and adds to the information on page 9 in the Agreed Syllabus and throughout the syllabus and support materials

The attainment targets for this syllabus should be taken as amended in the following way throughout:

AT1 Learning about religion and worldviews

AT2 Learning from religion and worldviews

This follows the move during the past few years to acknowledge the place of non-religious worldviews in RE. The 2009 syllabus does this well with, e.g., a specific unit of study in KS2 and the happy human (Humanist) symbol clearly displayed on the front cover. The broadening of the attainment targets signals even more clearly the need to take the worldviews of pupils seriously within RE lessons, and to include non religious worldviews as part of teaching and learning non-religious beliefs as part of teaching and learning when appropriate.

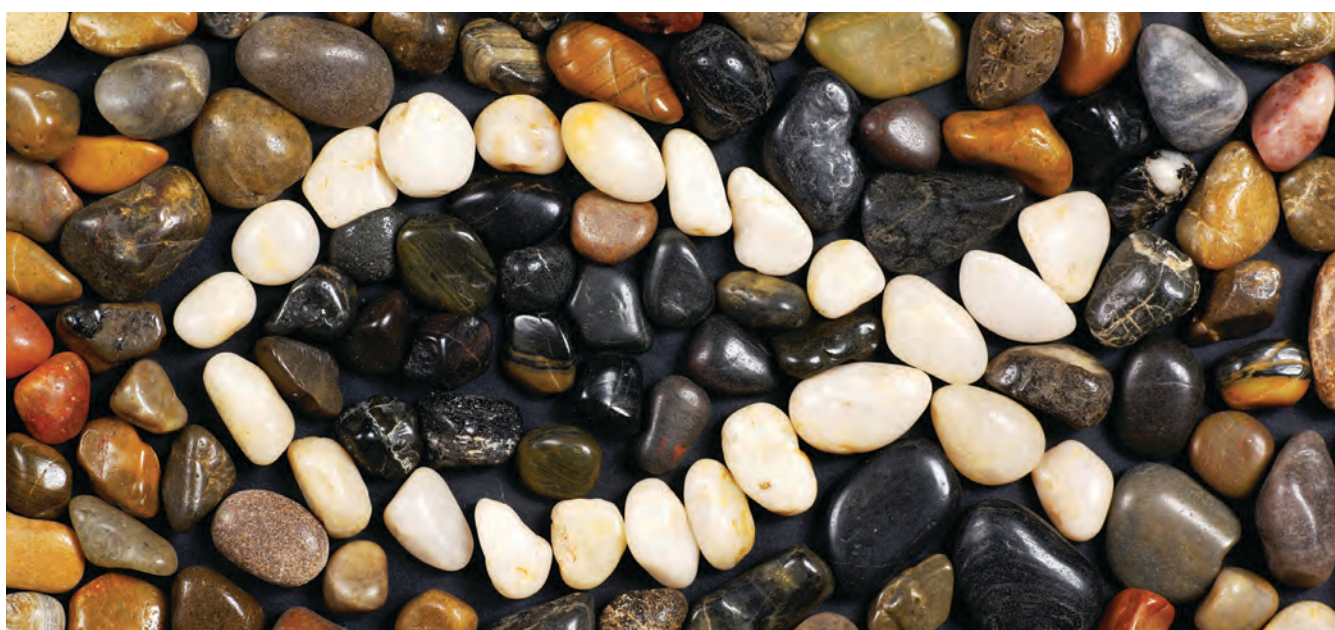
The Breadth of Religious Education: Which religions are to be studied?

The information below adds to the information on page 26-29 in the Agreed Syllabus.

Although Judaism, Buddhism and the Bahai community are not specifically listed for study, schools can choose to focus on these religions where appropriate. This may be if pupils from these communities are represented in the school or if the religion fits well with the theme being studied. Many people will find it important to refer to Judaism in the primary phase, both to help pupils understand Christianity. With older pupils it will be important to look at the relationship between Christianity, Islam and Judaism.

Curriculum Time for Religious Education

There is no change to this guidance. Please see the information on page 31 in the AS.



Early Years Foundation Stage (EYFS) guidance

These page amends and adds to the information on page 33-35 in the Agreed Syllabus and throughout the syllabus and support materials.

Foundation Stage		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities if they choose to.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to the Leicester AS for RE 2009.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to the Leicester AS for RE 2009.
Early Learning Goals outline what pupils should achieve by the end of Reception year. The National Curriculum is not taught.		The National Curriculum is taught alongside RE.

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious Education is, **unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the Reception year.**

The contribution of Religious Education to the DFE's 2013 EYFS Profile should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide opportunities for pupils across the prime and specific areas of learning.



Communication and Language		RE Examples
Listening and attention	<ul style="list-style-type: none"> How children listen, including listening to stories, songs and poems from a range of different communities and religions, responding to what they hear with relevant comments, questions or actions; giving attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> Developing their own narratives in relation to stories they hear from different communities. Listen to stories about religious and secular people and use these for role play, philosophical discussions and creative story-telling to reflect on their own experiences and feelings. Understand that books are special, and some religious books are very special to some people.
Understanding	<ul style="list-style-type: none"> How children answer 'how' and 'why' questions about their experiences and in response to stories, experiences or events from different sources. 	<ul style="list-style-type: none"> Enjoy talking about puzzling and mysterious questions: Why are there animals in the world? Who made the world? Why are there so many mysteries? Why do plants grow and die? What happens when we die?
Speaking	<ul style="list-style-type: none"> How children express themselves effectively, talking about how they and others show feelings, developing their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> Discuss family life and what makes some times special for the family. Learn new words associated with the life-stances people have and the artefacts and language which they use. Use a variety of festivals as stimuli to talk about the special events, place, food and clothing associated with the celebration.



Personal, Social and Emotional Development	RE Examples	
Managing feelings and behaviour	<ul style="list-style-type: none"> • How children view themselves and others, talking about a positive sense of themselves and others; developing positive relationships and respect; getting on with others by understanding and handling their own feelings as well as recognising the feelings of others; talking about their own and others' behaviour and its consequences; recognising that some behaviour is unacceptable; working as part of a group or class, understanding and following the rules; developing confidence and keeping going in the face of difficulties in learning. 	<ul style="list-style-type: none"> • Talk about their own behaviour and right and wrong behaviour and the consequences. • Talk about why and how people are similar and different. • Recognise and explore their own feelings and those of others through a variety of role play situations and by using the persona dolls strategy. • Recognise the key people in their lives and how these people influence them. • Share together different times of celebration and festival using food, clothing and drama.
Self-confidence and self-awareness	<ul style="list-style-type: none"> • How children show confidence, try new activities, speaking in a familiar group, taking about their ideas and choosing appropriate resources. 	<ul style="list-style-type: none"> • Talk and listen with other children in circle times and role play exploring their own emotions and those of others. • Experience thanking and being thanked, praising and being praised. • Use a variety of strategies to discuss what they might do in given situations, e.g. circle times, philosophical enquiries, persona dolls, role play and creative story-telling. • Notice and talk about how to show respect and care for other people, plants and animals. • Learn that many people pray to and learn about God to help them with their lives.
Making relationships	<ul style="list-style-type: none"> • How children play co-operatively, taking account of one another's ideas; showing sensitivity to others' needs and feelings, and forming positive relationships with adults and other children. 	<ul style="list-style-type: none"> • Show appropriate concern and sympathy for others in joy and distress. • Talk about people who help others by taking on responsibilities in the community. • Establish effective relationships with other children and adults by talking about friendship.



Expressive Arts and Design		RE Examples
Being imaginative	<ul style="list-style-type: none"> • How children use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings using a range of media; they respond in a variety of ways to experiences through their senses. 	<ul style="list-style-type: none"> • Discuss their appreciation of beautiful objects and experiences. • Take myriad opportunities to respond in a creative, imaginative and meaningful way to colour, music, movement natural objects, religious artefacts, poetry, stories, light, pattern, shape and the seasons. • Enjoy times of joy and exploration through using sight, touch, sound, taste and smell. • Use religious artefacts as a stimulus for thinking about and expressing meanings associated with the artefacts. • Enjoy times of calm and quiet for reflection.

Understanding the World		RE Examples
People and communities	<ul style="list-style-type: none"> • How children talk about past and present events in their own lives and in the lives of family members; knowing that other children do not always enjoy the same thing, and being sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • Visit and explore places of worship and learn new words associated with them. • Meet people from a range of religious and secular groups for discussion and sharing ideas. • Ask and answer questions about people's experiences of faith, life and culture sensitively in circle times, persona dolls sessions, philosophical enquiry and incidentally throughout the day as they occur. • Understand that there are special objects 'artefacts' which people use as part of their faith experience. • Become aware that some people accept that God made them, and made the world, and others do not accept this. • Know how and why to treat artefacts with care and respect. • Enjoy sharing food from different cultures: cooking, eating and talking together. • Find out about RE using ICT e.g. espresso video clips of celebrations, special foods and clothing.



Planning RE with Agreed Syllabus update and Leicester Agreed Syllabus 2009

The AS 2009 and the update supplement 2014 are designed to support the planning of RE.

- All maintained schools must follow the programme of study outlined in the AS for RE 2009.
NB The EYFS Programme of study has been amended and updated in this document
- All schools may use and adapt the exemplar schemes of work on the support disc for the Agreed Syllabus for RE 2009
- All schools may use the planning steps and planning grids in this syllabus update.

The planning steps outlined in this update provide a clear structure for planning effective RE. The steps ensure that RE allows pupils to explore and enquire into key questions, achieve appropriate outcomes and explore relevant RE material in an engaging manner in order to fulfil the key purpose.

The planning structure and planning grids allow teachers to plan RE to be taught discretely as individual lessons, as RE days or RE weeks and as part of a themed study. The additional materials give structure for planning effective RE but also freedom for teachers to plan their own enquiries for pupils to follow.

In Key Stage 1 and 2 a comprehensive set of planning grids have been provided to support subject leaders to improve planning, teaching and learning in RE. In Key Stage 3 three sample planning grids have been provided.



Guidance

This section contains additional non statutory guidance to One Leicester: Harmony and Diversity RE Agreed Syllabus.

The guidance will support teachers with planning and teaching RE.

This syllabus has now been revised and together with this update constitutes the Leicester Agreed Syllabus for RE 2014-2019.



Models of curriculum delivery

RE must be planned for high standards. There are different ways that schools can do this. All pupils, 3-11, in Leicester schools are entitled to high quality learning in RE, so schools must plan sufficient time for the subject to be well taught. Subject leaders for RE, heads of department, senior staff, headteachers and governors all contribute to ensuring provision promotes the highest standards. Governors are ultimately responsible for providing a curriculum that supports pupils to reach the standards set out in this syllabus. RE in secondary schools will mainly be taught in a more traditional, discrete manner. However some secondary schools in Leicester successfully supplement their provision with whole school RE theme days.

RE in Leicester will be taught in a variety of ways:

- **Discrete teaching of RE:** Many schools use one or two weekly lessons of RE as the standard way of designing the curriculum. The advantages of this are that pupils become familiar to the RE lesson, the progress they make can be steady and continuous and teachers 'know where they are'. The main disadvantage is that pupils' weekly experience of RE can be too spread out for the deeper learning that the subject requires to flourish. RE can sometimes be squeezed out of the weekly timetable by other curriculum pressures.
- **Blocked Time:** Some schools use a themed curriculum approach to RE. A series of lessons in the humanities or other subjects are themed with a relevant focus for RE, for a fixed period of time determined by the outcomes to be delivered. Blocked learning can last for two weeks or for longer e.g. for half a term, and pupils spend five hours a week or more learning RE and relating study to history or geography. In the next half term, the focus may be more on one of the other subjects. The main advantage of this is that pupils get a deeper and more continuous experience of RE. Working in depth allows children the time they need to consolidate their learning. A disadvantage is that some schools use arbitrary themes or fail to plan RE into the programme at sufficient depth. Specialist teachers' involvement in planning is crucial.
- **Focussed RE day or week:** Some schools use an 'RE Week' or an 'RE Day' to focus learning, then follow up the 'big experience' with linked lessons over several weeks. Such 'big events' planning is demanding of teachers, but can e.g. help the whole school to focus and develop the subject. A day is about 5 hours,



so is not, of course, a substitute for a term's work! Effective work on a week about respect for all religions, an Easter or a 'Creation Week', or a week on Spring Celebrations in different faiths is possible, as are many other themes. The key to success is clarity about the RE learning that is planned.

- Creative curriculum planning can present both opportunities and challenges for RE: are all staff confident to teach? Why do inspectors sometimes find RE is least well covered in an integrated programme of learning? Do some themes enable RE effectively, whereas some themes exclude RE? Schools must consider the programme of study within the syllabus and teaching arrangements in other subjects in deciding whether RE learning is well served by 'creative curriculum planning'.

In deciding the ways in which the programme of study will be implemented, schools owe it to their pupils to ensure that the full range of RE opportunities is offered to all pupils.



Non statutory Key questions for planning and enquiry

Non statutory Key Stage 1 questions

This page amends and adds to the information on page in the Agreed Syllabus p36-39

The following questions are one way of teaching the Key Stage1 RE programme of study. Schools will not investigate all of these questions. A balance of questions will be chosen ensuring all learning outcomes and themes are covered at least once during Key Stage1. The themes and learning outcomes can be found in the 2009 Agreed Syllabus p36-39. This table should be read in conjunction with these pages.

Non statutory questions	Theme	Learning outcomes from the programme of study
<p>Who is a Christian and what do they believe?</p> <p><i>This question should be studied</i></p>	<p>Believing Leaders and teachers</p>	<ul style="list-style-type: none"> • know some of the ways in which people pray and meditate • recognise that religious traditions have special writings which believers respect • know some religious stories • using role play and other speaking and listening strategies, explore stories about religious celebrations e.g. Nativity, Ramadan, Divali • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • be able to recount stories about some significant religious figures • learn from stories and experiences of religious leaders • learn how key beliefs affect the ways people choose to behave • show an awareness that different people belong to different religions • understand the importance of religions to believers
<p>What can we learn about what is special for Muslims?</p> <p><i>Choose to study this question or the equivalent Sikh or Hindu question</i></p>	<p>Believing Story Symbol</p>	<ul style="list-style-type: none"> • know some of the ways in which people pray and meditate • show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes • recognise that religious traditions have special writings which believers respect • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • be able to recount stories about some significant religious figures • learn from stories and experiences of religious leaders • learn from first hand accounts of members of local faith communities • learn how key beliefs affect the ways people choose to behave • show an awareness that different people belong to different religions • understand the importance of religions to believers • be aware how sacred texts are specially treated



Non statutory questions	Theme	Learning outcomes from the programme of study
<p>Who is a Sikh and what do they believe?</p> <p>Choose to study this question or the equivalent Muslim or Hindu question</p>	<p>Believing Leaders and teachers</p>	<ul style="list-style-type: none"> • show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • show an awareness that different people belong to different religions • understand the importance of religions to believers • recognise that religious traditions have special writings which believers respect • be able to recount stories about some significant religious figures • learn from stories and experiences of religious leaders
<p>Who is a Hindu and what do they believe</p> <p>Choose to study this question or the equivalent Sikh or Muslim question</p>	<p>Believing Story Symbol</p>	<ul style="list-style-type: none"> • know some of the ways in which people pray and meditate • show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • learn from first hand accounts about members of local faith communities • show an awareness that different people belong to different religions • understand the importance of religions to believers
<p>Where do I belong? What do I believe?</p>	<p>Belonging Believing Celebration</p>	<ul style="list-style-type: none"> • identify what matters to them and other people and share their ideas • be able to express their feelings of belonging and depending on others • recognise that other people belong to different groups and depend on others • show an awareness that different people belong to different religions • show an awareness of the influence of religion on their community • understand the importance of religions to believers • be aware and begin to develop an understanding of the cycle of life, including birth and death • recognise important events which occur in families and communities e.g. births, naming ceremonies, weddings



Non statutory questions	Theme	Learning outcomes from the programme of study
Who celebrates what and why?	Celebrations Leaders and Teachers Story	<ul style="list-style-type: none"> • using role play and other speaking and listening strategies, explore stories about religious celebrations e.g. Nativity, Ramadan, Divali • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • show awareness that religions mark the importance of time, seasons and growth in nature with celebrations
What can stories teach us about life?	Story Myself	<ul style="list-style-type: none"> • recognise that religious traditions have special writings which believers respect • be aware how sacred texts are specially treated • know some religious stories • identify and discuss any questions they may have about themselves, life in general and God in particular • learn to value and respect their own opinions and those of others • learn to be sensitive to the needs of others • be encouraged to ask questions to aid their understanding • learn about fairness and the value of listening to the ideas of others
Who is an inspiring person? Who inspires me?	Leaders and Teachers Myself Story	<ul style="list-style-type: none"> • be able to recount stories about some significant religious figures • learn from stories and experiences of religious leaders • learn from first hand accounts of members of local faith communities • learn how key beliefs affect the ways people choose to behave • learn about fairness and the value of listening to the ideas of others



Planning process- Key Stage 1

Remember all of the planning for RE should work towards pupils achieving the core purpose for RE in Leicester City;

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they

can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Key question	<p>Either: use the key question suggested in the syllabus update supplement (see pages p24-26) There is a planning grid for each of these questions. (See pages p28-41 of this update document).</p> <p>Or: devise a key question of your own. Ensure that the key question fits with the themes from p37-9 of the Leicester AS 2009</p> <p>Make sure that the key question is sufficiently open to allow enquiry and that it has a clear focus on learning about and from religion and belief. Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</p>
Step 2: Key Learning outcomes	<p>Either: select key learning outcomes from column 2 of the relevant planning grid for the key question to be studied (see pages p28-41 of this update document.)</p> <p>Or: select from the learning outcomes in the Key Stage 1 programme of study (see column 2 of the Leicester AS 2009 programme of study p37-8). Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p>
Step 3: 'I can statements' & assessment	<p>Either: select 'I can...' statements from column 3 of the relevant planning grid for the key question to be studied (see pages p28-41 of this update document).</p> <p>Or: use the skills and level descriptions on p62-65 of the Leicester Agreed Syllabus 2009 to develop specific levelled 'I can...' statements as appropriate to the age and ability of the pupils. Sample 'I can...' statements are found in section C of the guidance and support materials of the 2009 AS. The detailed units of work show many levelled learning objectives for many RE questions.</p> <p>These 'I can...' statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within each unit.</p>
Step 4: Content	<p>Select relevant content to explore this key question. Each planning grid has content to select from outlined in column 4.</p> <p>There is also suggested content in the detailed units of work. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
Step 5: Teaching & learning activities	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>



Key Stage 1 Detailed Non statutory Planning Tables

Sheet 1: How to use the detailed planning tables

Year 1 / 2 Key question and development questions	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can....	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material.
<p>The key question for the unit of study is shown at the top of this column.</p>	<p>The themes of RE at this key stage are included here as far as they are relevant: usually 2 or 3 of the themes are addressed in each unit.</p> <ol style="list-style-type: none"> Believing Story Celebrations Symbols Leaders and teachers Belonging Myself The Key learning outcomes from the programme of study 2009 are identified 	<p>Learn about religion</p> <p>AT1 is all about building knowledge and understanding of Christianity and the other principal religions in the UK.</p> <p>These 'I can...' statements are expressed in terms of the key skill words for each level, so they might at KS1 begin with:</p> <ol style="list-style-type: none"> Identify Name Retell [L2], <p>Teachers are expected to select the statements that most suit the learning needs of the class.</p> <p>At both ATs, some lower achieving pupils will work mostly at L1-2 in Year 2. Some high achieving pupils may work at levels 3.</p>	<p>The material in this section of the units is a basis for teachers' own planning.</p> <p>It is not intended that any class should study all of this material.</p> <p>Select from the content in ways that meet your pupils' learning needs.</p> <p>The processes of learning are a key to successful outcomes in RE, so the content in this section is always to be planned with the development of pupils' skills in mind.</p> <p>Teachers will notice that the examples of prompts below bring the content of RE into focus through the skills with which pupils are asked to work.</p> <ol style="list-style-type: none"> Use my senses to explore... Say what I already know about... Ask questions about... Listen to... Find out about... Explore... Discover... Name... Identify... Respond sensitively to... Learn the right words for... Make links between...
	<p>Learning From religion</p> <p>AT2 is all about engaging, reflecting and responding to religious and spiritual questions</p> <p>These 'I can...' statements use the key skill words for AT2, so at KS1 they might begin with:</p> <ol style="list-style-type: none"> Talk about... Identify... Respond sensitively to... <p>Good work in AT2 always links to pupils' AT1 learning about religions and beliefs, and enables pupils to relate their own thoughts and experiences to the religious material studied.</p>		



Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6-8 hours of study
Where do I belong? What do I believe? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> Why do some people believe that they belong to God? What do people do at different times of our lives to show that they belong?	Belonging Celebration Believing Learning outcomes from the 2009 POS <ul style="list-style-type: none"> • identify what matters to them and other people and share their ideas • be able to express their feelings of belonging and depending on others • recognise that other people belong to different groups and depend on others • show an awareness that different people belong to different religions • show an awareness of the influence of religion on their community • understand the importance of religions to believers • be aware and begin to develop an understanding of the cycle of life, including birth and death • recognise important events which occur in families and communities e.g. births, naming ceremonies, weddings 	AT1 : Learn about religion <ol style="list-style-type: none"> show an awareness that different people belong to different religions (Level 1) identify a way people show they belong to each other when they get married (Level 2) suggest meaning for the words and actions in a wedding ceremony or a welcoming ceremony (Level 2) retell what happens at a traditional Christian infant baptism /dedication and or Hindu/Muslim/Sikh birth celebrations (Level 1) and suggest what the actions and symbols mean (Level 2) identify a way a Hindu/Sikh/Muslim or a Christian might show they belong to God (Level 2) 	<ol style="list-style-type: none"> identify symbols of belonging from their own experience and for Christians and at least one other religion, suggesting what these might mean express their feelings of belonging and depending on others show an awareness that different people belong to different religions think about how some people believe they belong to God and others do not identify a way people show they belong to each other when they get married (e.g. with rings, with promises, with gifts) suggest meanings for the words and actions in a Christian and or a Hindu or Sikh or Muslim wedding ceremony retell what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean retell the events that take place when a baby is born into a Hindu or Muslim or Sikh family and suggest what the actions and symbols mean talk about what is special and of value about belonging to a group that is important to them talk about what is special and of value to religious people when they meet for worship



Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 8 hours of study
<p>Who is a Christian and what do they believe?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>Who is Jesus and why is he important to Christians?</p> <p>What can I learn from the stories that Jesus told?</p>	<p>Belonging Leaders and Teachers</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • know some of the ways in which people pray and meditate • recognise that religious traditions have special writings which believers respect • know some religious stories • use role play and other speaking and listening strategies, explore stories about religious celebrations • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • be able to recount stories about some significant religious figures • learn from stories and experiences of religious leaders • learn how key beliefs affect the ways people choose to behave • show an awareness that different people belong to different religions • understand the importance of religions to believers. 	<p>AT1 : Learn about religion</p> <p>i. recognise some Bible stories told by Christians (Level 1)</p> <p>ii. retell stories told by Jesus and about Jesus in words, drama and pictures(Level 2)</p> <p>iii. talk about why God and Jesus are important for Christian people(Level 2)</p> <p>iv. talk about some ways that Christians describe God and Jesus (Level 2)</p> <p>v. make links between what Jesus taught and what Christians believe and do (Level 3)</p> <p>vi. describe what happened to Jesus at Easter and suggest the significance of this for Christians (Level 3)</p>	<p>a. share stories that show the importance of Jesus to Christians, e.g. parable, miracle, teaching of Jesus, birth and death and resurrection of Jesus e.g. Lost sheep (Luke 15), Good Samaritan (Luke 10: 25-37)</p> <p>Miracles e.g. Turning water into wine (John 2 1-11), Feeding of the 5000 (Luke 9 10-17) , Jesus and the storm (Luke 8 22-25)</p> <p>Stories about the life of Jesus e.g. Zaccheus (Luke 19 1-10), Jesus choosing the disciples (Mark 1 14-20)</p> <p>b. describe some of the beliefs that Christians hold about Jesus e.g. that he performed miracles, that he is the son of God, that he lives</p> <p>c. investigate the teaching that Christians follow that tells them how to live their lives e.g. prayer and worship, behaviour to others.</p> <p>d. hear and think about some prayers Christians use</p> <p>e. experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship</p> <p>f. retell the story of Easter considering ideas that Christians and other religions have that death is not the end</p>



<p>Year 1 / 2 Key question</p>	<p>Themes Key Learning outcomes from the programme of study</p>	<p>I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...</p>	<p>Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6-8 hours of study</p>
<p>Who is a Muslim and what do they believe? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> Why is the Qur'an important to Muslims? What do Muslims believe about God? What matters most to me?</p>	<p>Believing Story Symbol Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> know some of the ways in which people pray and meditate show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes recognise that religious traditions have special writings which believers respect show that they have begun to be aware of festivals of some principal religions make simple links between festivals in different religions recognise that religious celebrations are significant because they express meaning and influence communities be able to recount stories about some significant religious figures learn from stories and experiences of religious leaders learn from first hand accounts of members of local faith communities learn how key beliefs affect the ways people choose to behave show an awareness that different people belong to different religions understand the importance of religions to believers be aware of how sacred texts are specially treated 	<p>AT1 : Learn about religion</p> <ol style="list-style-type: none"> identify some ways a Muslim might describe God (level 1) choose some of 99 names of Allah and say what they symbolise about God (level 2) recognise and describe the significance of particular objects to Muslims (level 2) identify some ways Muslims mark Ramadan and celebrate Id ul Fitr (level 2) say why Muslims try to follow Muhammad and have great respect for him (level 2) begin to show an understanding of how significant a particular object is to Muslims. What does it represent? How might it be used? (level 2) use the right words to describe some things that are important in Islam (level 3) 	<p>AT2: Learn from religion</p> <ol style="list-style-type: none"> respond sensitively to what matters to Muslims and what matters to them (level 2) suggest some questions about God that are hard to answer (level 2) reflect thoughtfully on what is worth celebrating in their own life (level 2) <p>a. talk to Muslims about what they believe about God</p> <p>b. look at calligraphy and listen to nasheeds that express ideas about God and Muhammad e.g. Calligraphy showing some of the 99 names of Allah; "I am a Muslim" by Zain Bhikka, share the words of the Shahadah, listen to the Prayer Call</p> <p>c. give pupils a way to respond to their own big questions e.g. writing a class big questions poem or a 'Where is God?' poem</p> <p>d. explore what the concept of God means for the pupils</p> <p>e. identify the objects that are most precious to them. Why are they precious? How does it show?</p> <p>f. identify objects that are significant to Muslims, if possible see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf - why are these significant?</p> <p>g. share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid ul Fitr - why do Muslims celebrate?</p> <p>h. share the experience of going on Hajj for a Muslim pilgrim - why do Muslims make this significant journey?</p>



Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6 hours of study
<p>Who is a Hindu and what do they believe? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> Why is the worship important to Hindus? What matters most to me?</p>	<p>Believing Story Symbol Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> know some of the ways in which people pray and meditate show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes show that they have begun to be aware of festivals of some principal religions make simple links between festivals in different religions recognise that religious celebrations are significant because they express meaning and influence communities; learn from first hand accounts of members of local faith communities show an awareness that different people belong to different religions understand the importance of religions to believers 	<p>AT1: Learn about religion</p> <ol style="list-style-type: none"> identify some ways a Hindu might describe God (level 1) retell a story from Hinduism and say what it symbolises about God (level 2) recognise and describe the significance of particular objects to Hindus (level 2) identify some ways Hindus worship in the home and the mandir (level 2) begin to show an understanding of how significant a particular object is to Hindus. What does it represent? How might it be used? (level 2) use the right words to describe some things that are important in Hinduism (level 3) 	<ol style="list-style-type: none"> talk to Hindus about what they believe about God; look at the aum symbol - <ul style="list-style-type: none"> Explain that in Hindu stories aum is the first sound in the world. Hindus believe it is a sound of peace, power and strength. Find out how it is used in worship at home and in the mandir identify the objects that are most precious to them. Why are they precious? How does it show? identify objects that are significant to a Hindu, if possible see them being used by a believer, e.g. murti, items on a puja tray, home shrine. Why are these significant? <ol style="list-style-type: none"> choose a murti of a god or goddess to find out more about e.g. Lakshmi is worshipped at Divali as the goddess of good fortune share the Hindu story of the 'Great River' and discuss the meaning of the story explore the significance of water and the river Ganges to Hindus - find out why Hindus visit the River Ganges study a festival that is important to Hindus such as Raksha Bandhan - a celebration of family unity



<p>Year 1 / 2 Key question</p>	<p>Themes Key Learning outcomes from the programme of study</p>	<p>I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...</p>	<p>Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6 hours of study</p>
<p>Who is a Sikh and what do they believe? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> Why are the 5 ks important to Sikhs? What do Sikhs believe they can learn from the Gurus? What matters most to me?</p>	<p>Believing Story Symbol Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes show that they have begun to be aware of festivals of some principal religions make simple links between festivals in different religions recognise that religious celebrations are significant because they express meaning and influence communities show an awareness that different people belong to different religions understand the importance of religions to believers recognise that religious traditions have special writings which believers respect be able to recount stories about some significant religious figures learn from stories and experiences of religious leaders 	<p>AT1: Learn about religion</p> <ol style="list-style-type: none"> recognise and describe the significance of particular objects to Sikhs (level 2) identify some ways Sikhs worship in the Gurdwara (level 2) begin to show an understanding of the significance of particular objects are to Sikhs. What do they represent? (level 2) retell some important stories about the Gurus (Level 2) describe what Sikh people can learn from some stories about the gurus (level 3) use the right words to describe some things that are important in Sikhs (level 3) 	<p>a. look at a series of Sikh symbols and artefacts. Look at the Ik Onkar, Khanda and the five Ks</p> <ul style="list-style-type: none"> how are they used? what do they mean? each of these symbols shows how Sikhs belong to their community <p>What other ways do people show they belong?</p> <p>b. identify the objects that are most precious to them. Why are they precious? How does it show?</p> <p>c. share some key stories about the Gurus, e.g. example</p> <ul style="list-style-type: none"> Guru Nanak- stories from his early life, his call, his disappearance for three days, story of Durni Chand Guru Har Gobind- Prisoner release story Guru Gobind Singh- formation of the Khalsa <p>Why are these stories significant? What values do they teach?</p> <p>d. study a festival that is important to Sikhs such as Vaisakhi or Bandi Chhor- a celebration that is sometimes called Sikh Divali</p> <p>e. study the significance of the langar and the concept of service, Seva, to Sikhs</p>



Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6 hours of study
What do different people believe God is like? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i>	Believing Myself Symbol Learning outcomes from the 2009 POS <ul style="list-style-type: none"> • think about the different words and art which are used to describe what God is like • compare different ways believers show respect to God and to each other e.g. covering the head, making a greeting • identify and discuss any questions they may have about themselves, life in general and God in particular • learn to value and respect their own opinions and those of others • be encouraged to ask questions to aid their understanding • talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God 	AT1: Learn about religion to explain some of the ways in which Christians and followers of other religions describe God,(Level 2) ii. identify beliefs about God that are similar in different religions (Level 2) iii.suggest the meanings of stories from sacred texts about people who encountered God (Level 2)	AT2: Learn from religion i. reflect on why there are many ideas about God (Level 2) ii. express their own understanding of God through words, symbols and the arts (Level 2) iii..ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered (Level 2)



<p>Year 1 / 2 Key question</p>	<p>Themes Key Learning outcomes from the programme of study</p>	<p>I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...</p>	<p>Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 4 hours of study</p>
<p>Can we find the meaning of the symbols? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p>	<p>Symbol Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> begin to show an awareness of and respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour show that they have begun to be aware of the special use of some objects, actions, gestures, and words in religious worship talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God 	<p>AT1: Learn about religion</p> <ol style="list-style-type: none"> identify special objects and symbols found in a place where people worship (Level 1) talk about how objects and symbols are used and what they mean to believers (Level 2) talk about meanings contained in stories, objects and symbols (Level 2) recognise that there are special places where people go to worship (Level 1); and their importance to believers (Level 2) know some of the ways in which people pray and meditate (Level 2) show that they have begun to be aware that some people regularly worship God in different ways and in different places (Level 2) 	<p>AT2: Learn from religion</p> <ol style="list-style-type: none"> work out a symbol to remind themselves of something special in their own experience (Level 2) identify special objects and symbols found in their own home or school (Level 1) and say why these are special and what they mean (Level 2) demonstrate appropriate care and sensitivity when handling religious artefacts and objects special to others (Level 2) <ol style="list-style-type: none"> what makes some things special and sacred? what things are special and sacred to pupils and their families? Why are they special? showing respect for other people's precious or sacred belongings (including the importance of having clean hands) what symbols and artefacts mean and how they are used in and another religion – e.g. <ul style="list-style-type: none"> Christianity: cross, wedding ring, christening candle, icon, rosary beads; Islam: calligraphy, prayer mat, prayer beads Hindu: Puja tray, diva, Aum sign Sikh: Turban, kachera, kara, kesh, kirpan, kangha how are religious symbols are used to aid worship in places of worship e.g. church for Christianity, home and mosque for Muslims, home and mandir for Hindus, gurdwara for Sikhs.





Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 8 hours of study. This study may be split to focus on two festivals at the times they are celebrated.
Who celebrates what and why? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> What do you celebrate and why? Why do people celebrate special times?	Celebration Leaders and Teachers Story Learning outcomes from the 2009 POS <ul style="list-style-type: none"> • use role play and other speaking and listening strategies, explore stories about religious celebrations e.g. Nativity, Ramadan, Diwali • show that they have begun to be aware of festivals of some principal religions • make simple links between festivals in different religions • recognise that religious celebrations are significant because they express meaning and influence communities • show awareness that religions mark the importance of time, seasons and growth in nature with celebrations 	AT1: Learn about religion <ol style="list-style-type: none"> talk about features in festival stories that make people feel happy or sad and compare them with their own experiences (Level1) retell stories connected with Christmas/ Easter and a festival in another religion and say why these are important to believers (Level2) talk about ways in which Jesus was a special baby who Christians believe came from God (Level2) identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (Level2) suggest meanings for some symbols used in the Christian celebration of Easter and Christmas (Level2) suggest meanings for some symbols used in the celebration of a festival in another religion (e.g. Diwali in Hinduism, Eid ul fir in Islam or Vaisakhi in Sikhism (Level2) 	<ol style="list-style-type: none"> consider the importance and value of celebration and remembrance in pupils own lives earn about Christmas and Easter in Christianity: the stories, symbols and meanings associated with them e.g. from Easter <ul style="list-style-type: none"> • explore stories of Jesus in Holy Week; such as riding into Jerusalem on a donkey, turning over tables in the Temple; washing his friends' feet; being arrested; being deserted; crucifixion; Sunday morning • explore feelings of Jesus and disciples • explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. the story, symbols and meaning of a festival in at least one other religion for believers e.g. Hinduism: Divali or Islam: Eid ul Fir or Sikhism: Vaisakhi are recommended what the stories and events means for the pupils themselves and how the family prepares
	AT2: Learn from religion <ol style="list-style-type: none"> identify a special time they celebrate and explain simply what celebration means; (Level2) ask questions and suggest answers about stories to do with Christmas and Easter and a story from a festival in another religion (Level2) suggest a meaning in a story of Easter, Christmas, Diwali, Vaisakhi or Eid (Level2) make links between these religious festivals and occasions they celebrate. (Level 3) 		

Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6-8 hours of study.
What makes some places special? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> Why are these places special? What happens in these places? Where is special for you? Why is that place special for you?	Story Believing Symbols Learning outcomes from the 2009 POS <ul style="list-style-type: none"> recognise that there are special places where people go to worship and their importance to believers know some of the ways in which people pray and meditate show that they have begun to be aware that some people regularly worship God in different ways and in special places including their homes begin to show an awareness of and respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour show that they have begun to be aware of the special use of some objects, actions, gestures, and words in religious worship 	AT1 : Learn about religion <ol style="list-style-type: none"> recognise that there are special places where people go to worship and their importance to believers (Level 1) identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers (Level 2) know some of the ways in which people pray and meditate (Level 2) to be aware that some people regularly worship God in different ways and in different places (Level 2) 	<ol style="list-style-type: none"> learn the word 'sacred', meaning 'a religious kind of special' think about what makes some places and things special and sacred consider what things and places are special and sacred to them and their families? Why are they special? notice how to show respect for other people's precious or sacred belongings and places (including the importance of having clean hands or dressing in certain ways) finding out what symbols and artefacts mean and how they are used in two different religious communities, e.g. <ul style="list-style-type: none"> Christianity: cross, wedding ring, christening candle, icon, rosary beads, Bible; Islam: calligraphy, prayer mat, prayer beads, Qur'an Hinduism: Puja tray, diva, Aum sign, murtis of the gods and goddesses; Sikh: Turban, the 5 Ks: kachera, Kara, kesh, kirpan, kangha think about why religious people choose to go to places of worship find out how religious symbols and actions are used to aid worship in places of worship - demonstrate and link the actions to some key words visit one or two places of worship to see how symbols are used (visits can be done to nearby places and using virtual visit sites) consider some of the different uses of the building and some of the words that describe the atmosphere of the events
	AT2: Learn from religion <ol style="list-style-type: none"> identify special, places found in my own home or school and say why these are special and what they mean (Level2) demonstrate appropriate care, sensitivity and respect when handling religious artefacts and objects or visiting places special to others (Level1) talk about my own ideas about God and prayer; identifying those things I find interesting or puzzling (Level1) make simple links between people's ideas about God and what they do in places of worship (Level 3) 		



Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6 hours of study.
What can stories teach us about life? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> What does this story mean to believers? How do the stories and messages in these books help people know how to live their lives?	Story Believing Myself Learning outcomes from the 2009 POS <ul style="list-style-type: none"> ● recognise that religious traditions have special writings which believers respect ● be aware of the special ways sacred texts are treated ● know some religious stories ● identify and discuss any questions they may have about themselves, life in general and God in particular ● learn to value and respect their own opinions and those of others ● learn to be sensitive to the needs of others ● be encouraged to ask questions to aid their understanding ● learn about fairness and the value of listening to the ideas of others 	AT1: Learn about religion <ul style="list-style-type: none"> i. suggest feelings and reactions of characters at key points in faith stories (Level 1) ii. retell Bible stories and stories from another faith, suggest the meaning of these stories (Level 2) iii. recognise that sacred texts contain stories which are special to many people and should be treated with respect (Level 2) 	AT2: Learn from religion <ul style="list-style-type: none"> i. ask and suggest answers to questions arising from stories Jesus told and from another religion (Level 2) ii. express their own ideas about stories from sacred texts and give reasons for their significance (Level 2) iii. make links between the message within sacred texts and the values, behaviour and attitudes of people (Level 3)

Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6 hours of study.
How do we show we care for others? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> Who should we care for? How can I show that I care?	Myself Story Believing Learning outcomes from the 2009 POS <ul style="list-style-type: none"> religious views of life can influence a caring attitude towards others awareness of their own and other's emotions recognise their positive and negative feelings and learn that such experiences are part of being human learn to be sensitive to the needs of others learn how key beliefs affect the ways people choose to behave 	AT1: Learn about religion <ul style="list-style-type: none"> retell Bible stories and stories from another faith about each person being special (Level 2) retell Bible stories and stories from another faith about the importance of friendship and giving to others (Level 2) describe how religious practice influences how people live their lives, especially in regard to caring for others (Level 3) 	a. how each person is unique and important: e.g. Christian teachings <ul style="list-style-type: none"> that God values everyone (Matthew 6.26) Jesus blesses the children (Matthew 19, Mark 10, Luke 18) Psalms 8 (David praises God's creation and how each person is special in it) b. the benefits and responsibilities of friendship and the ways in which people care for others: to include stories from the Bible about friendship and care for others such as: Jesus' special friends (Luke 5: 1-11), Four friends take the paralysed man to Jesus (Luke 5: 17-26), Good Samaritan (Luke 10: 25-37) <ul style="list-style-type: none"> that all people have special gifts which can be used to benefit others that some religions believe that serving others and supporting the poor are important parts being a religious believer, e.g. Zakah, alms giving, in Islam or Sewa, service, in Sikhism stories of how people from other religions give to others e.g. Sikhism: Bhai Ghanaiya, the water carrier and Guru Gobind Singh stories of how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, Salvation Army; people known in the local area having studied the teachings of one religion on caring, work together as a group to create an event, e.g. a 'Thank you' tea party for some school helpers or volunteers - make cakes and thank you cards, write invitations and provide cake and drink or organise a small fund raising event and donate the money to a local charity
	AT2: Learn from religion <ul style="list-style-type: none"> talk about ways in which people they know are special and unique (Level 1) describe ways in which people can make friends (Level 1) talk about how they can use their 'talents' to help others (Level 1) talk about issues of good and bad, right and wrong in familiar situations (Level 2) respond sensitively to stories about caring and being cared for (Level 2) identify ways that some people make a response to God by caring (Level 2) 		



Year 1 / 2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>(Content should be selected for approximately 6-8 hours of study.)</i>
The beginning of the world: What can we learn from stories Christians tell? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> What do religions have to say about how we should treat the earth? What is important to me about caring for the earth?	Believing Story Learning outcomes from the 2009 POS <ul style="list-style-type: none"> • identify and reflect on some stories about how the world began from different sources • begin to ask questions about life and share ideas with others • know some stories that seek to explain how the world began • show an awareness of stories of some of the formative events of some principal religions 	AT1: Learn about religion <ol style="list-style-type: none"> retell in words, drama or pictures the story of the creation from the Bible and talk about how this is important for Christians and Muslims (Level 2) use religious or spiritual vocabulary such as God, creation (Level 1) recognise that stories from the Bible (Level 2) identify one key thing from the creation story showing why it is important to look after the world (Level 2) 	<ol style="list-style-type: none"> take time to reflect upon the wonder of the world, e.g. through some learning outside the classroom activities in the school grounds reflect on stories from a variety of cultures and perspectives that seek to explain how the world began, raising and talking about the biggest possible questions share stories which help people understand Christian ideas of God as the creator of the world (Genesis 1) consider art and music that express ideas about the beginning of the world: what music could be played for the creation of the world? consider the meaning of festival that celebrate the importance of the earth, e.g. Christianity - Harvest or Hinduism - Holi find out what a group of people have done to protect the natural world because of their beliefs – e.g. Christian Aid, Islamic Relief
		AT2: Learn from religion <ol style="list-style-type: none"> recognise, ask and respond to puzzling questions arising from the creation story (Level 2) say why Christians think God is like a good parent (Level 2) Identify what is important to themselves and others in caring for the natural world (Level 2) Express ideas about how people should care for the natural world, making links between beliefs and behaviour (Level 3) use colour, words, actions and/or music to respond sensitively to the creation story (Level 2) 	



<p>Year 1 / 2 Key question</p>	<p>Themes Key Learning outcomes from the programme of study</p>	<p>I can statements Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to say: I can...</p>	<p>Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 6-8 hours of study.</p>
<p>Who is an inspiring person? Who inspires me? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> What makes an inspiring leader?</p>	<p>Leaders and teachers Myself Story Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • be able to recount stories about some significant religious figures • learn from stories and experiences of religious leaders • learn from first hand accounts of members of local faith communities • learn how key beliefs affect the ways people choose to behave • learn about fairness and the value of listening to the ideas of others 	<p>AT1: Learn About Religion</p> <ol style="list-style-type: none"> retell stories about Jesus and a religious figure from another faith that led people to admire and follow them; e.g. Islam: Prophet Muhammad, Sikhism: Guru Nanak (Level 2) describe a way a Muslim, Sikh or a Christian might be inspired by a story from their faith (Level 3) use religious vocabulary such as Patriarch, 'Lord' or 'Prophet' to describe who inspires Jews, Muslims and Christians (Level 2) talk about the feelings and emotions experienced by a leader being studied when they were called by God to be a leader (Level 2) talk about how stories of religious leaders are important for all religions (Level 2) 	<p>AT2: Learn from religion</p> <ol style="list-style-type: none"> talk about their own experiences in the light of the stories (Level 1) talk about what can be good and bad about following others (Level 1); identify some good things people admire in inspiring people and in religious figures and talk about how they might show these same qualities in my own life (Level 2) respond sensitively to questions about who has inspired them, e.g. to be thankful, to be generous or to be kind (Level 2) make links between the qualities and teachings of people who influence them and their own attitudes and behaviour (Level 3)
<p>a. what makes an inspiring leader? Pupils could choose ten words from a list of twenty</p>	<p>b. stories from the life and teachings of Jesus and how these are important to people today:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Story of Peter and Andrew – the first disciples (Lk 5.1-11) • Story of Zacchaeus – how following Jesus changed his life (Luke 19.1-10) 	<p>c. why do people follow Jesus today? Pupils could select three good reasons from a longer list</p>	<p>d. study a leader from another faith – the Prophet Muhammad (pbuh) or Guru Nanak</p> <p>e.g. - why was the Prophet Muhammad (pbuh) a good leader? Stories from life of the Prophet Muhammad (pbuh) which show him as a leader sent by Allah, e.g. – the Prophet Muhammad (pbuh) and the ants or the cat and the kittens; the Prophet Muhammad (pbuh) and the crying camel; the Prophet Muhammad (pbuh) and Bilal the first muezzin</p> <p>e. investigate local leadership in places of worship, its role in worship, care and the wider community - what are the differences between the great ancient leaders and the local leaders?</p>



Non statutory Key Stage 2 questions for planning and enquiry

This page amends and adds to the information on page in the Agreed Syllabus p40-43

The following questions are one way of teaching the KS2 RE programme of study. Schools will not investigate all of these questions. A balance of questions will be chosen ensuring all learning outcomes and themes are covered at least once during KS2. The themes and learning outcomes can be found in the 2009 Agreed Syllabus p40-43. This table should be read in conjunction with these pages.

Non statutory questions	Theme	Learning outcomes from the programme of study
How does a Christian follow Jesus?	All	<ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • know the main events in the lives of significant religious figures and their importance to believers and impact on society • recognise how some religious figures have experienced and expressed spiritual encounters • recognise the influence of religious stories on ideals of character and moral values
What does it mean to be a Muslim?	All	<ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • recognise the influence of religious stories on ideals of character and moral values • recognise and describe the functions and significance of different places of worship to believers and communities • know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer • show understanding of the value and importance of pilgrimage to believers • describe the reasons why some religious people do not use visual symbols • experience the learning that comes from visiting places of worship



Non statutory questions	Theme	Learning outcomes from the programme of study
What does it mean to be a Hindu?	All	<ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • recognise and describe the functions and significance of different places of worship to believers and communities • show knowledge and understanding of some different ways of worshipping God • know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer • explore and express spiritual feelings and experiences • show understanding of the value and importance of pilgrimage to believers • experience the learning that comes from visiting places of worship
What does it mean to be a Sikh?	All	<ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • understand the meanings of some festivals and their significance for believers • know the main events in the lives of significant religious figures and their importance to believers and impact on society • recognise how some religious figures have experienced and expressed spiritual encounters • recognise the influence of religious stories on ideals of character and moral values • describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour



Non statutory questions	Theme	Learning outcomes from the programme of study
Who is my neighbour?	Teaching and authority Religion, family and community	<ul style="list-style-type: none"> • describe and evaluate some key events in the lives of contemporary figures who have inspired believers • make links between religious and moral ideals and their influence on lifestyle and behaviour • recognise and describe the influence of religious stories on ideals of character and moral values • apply what they have learned to some of their own beliefs, values and opinions • make links between what religions teach about right and wrong and pupils' own views • describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour • develop understanding of fairness, justice, compassion and green issues
What does light mean? What does dark mean?	Teaching and authority Symbols and religious expression	<ul style="list-style-type: none"> • know about the different religions practised in pupils' communities • describe the meaning of some religious signs and symbols • describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour • describe the reasons why some religious people do not use visual symbols • express a range of views about their own spiritual ideas, experiences and questions • understand the meanings of some festivals and their significance for believers • understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations
How is new life welcomed into the world?	The journey of life and death	<ul style="list-style-type: none"> • describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives • describe how people express their beliefs through ceremonies that show the importance of belonging • express views about their own spiritual ideas and questions about life as a journey • understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members



Non statutory questions	Theme	Learning outcomes from the programme of study
What are the deeper meanings of our celebrations?	Beliefs and questions Teaching and authority Symbols and religious expression	<ul style="list-style-type: none"> • describe how and why sacred texts are important to believers • illustrate, using religious vocabulary, ways in which religious meaning is conveyed in ordinary language, special vocabulary and other forms of expression • recognise and describe the influence of religious stories on ideals of character and moral values • understand the meanings of some festivals and their significance for believers • describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour • understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations
Values: What matters most?	Religion and the individual Teaching and authority	<ul style="list-style-type: none"> • make links between religious and moral ideals and their influence on lifestyle and behaviour • make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • make links between what religions teach about right and wrong and pupils' own views
Who inspires me?	Inspirational people Teaching and authority	<ul style="list-style-type: none"> • know the main events in the lives of significant religious figures and their importance to believers and impact on society • recognise how some religious figures have experienced and expressed spiritual encounters • recognise the influence of religious stories on ideals of character and moral values • describe and evaluate some key events in the lives of contemporary figures who have inspired believers • make links between religious and moral ideals and their influence on lifestyle and behaviour • recognise and describe the influence of religious stories on ideals of character and moral values



Non statutory questions	Theme	Learning outcomes from the programme of study
How did the world come into being and why should we care about it?	Beliefs and Questions Religion and the individual Beliefs in action in the world	<ul style="list-style-type: none"> • describe some of the difficult questions life presents for everyone, including questions about God • ask some ultimate questions and understand a range of answers, applying ideas for themselves • ask and suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves • describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour • develop understanding of fairness, justice, compassion and green issues • apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world
What is so special about marriage?	Journey of life and death Teaching and Authority	<ul style="list-style-type: none"> • understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations • describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives • understand how religious faith helps some people to deal with both positive and negative feelings and experiences • describe how people express their beliefs through ceremonies that show the importance of belonging • express views about their own spiritual ideas and questions about life as a journey • understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members
Can religion help to build a fair world and make poverty history?	Religion, family and community Beliefs in action in the world	<ul style="list-style-type: none"> • describe some examples of how the religious communities of Leicester celebrate together and work together • be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour • describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour • develop understanding of fairness, justice, compassion and green issues • understand why religious and other communities address economic imbalance through activities such as Fair Trade • make links between war and suffering on a global scale and the conflict and sadness that they experience in their own lives • apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world



Non statutory questions	Theme	Learning outcomes from the programme of study
What can we learn from reflecting on wisdom?	Religion, family and community Religion and the individual	<ul style="list-style-type: none"> • be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour • recognise and describe the influence of religious stories on ideals of character and moral values • make links between religious and moral ideals and their influence on lifestyle and behaviour • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • make links between what religions teach about right and wrong and pupils' own views • understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations
What can we learn from religions about temptation and finding your way through the moral maze?	Religion, family and community Teaching and authority Religion and the individual	<ul style="list-style-type: none"> • make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • make links between what religions teach about right and wrong and pupils' own views • understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members • be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour • recognise and describe the influence of religious stories on ideals of character and moral values



Non statutory questions	Theme	Learning outcomes from the programme of study
What will make our city a more respectful place?	Religion, family and community Religion and the individual Beliefs in action in the world	<ul style="list-style-type: none"> • know about different religions practised in their community; • understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members • understand some of the causes of prejudice • apply the idea of respect to other people's beliefs, values and opinions • describe some examples of how the religious communities of Leicester celebrate together and work together • be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour • make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world
What happens when we die?	Journey of life and death Beliefs and questions	<ul style="list-style-type: none"> • describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives • ask and suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves • explore some of the mysteries of life and death in the contexts of religious and non religious beliefs • understand how religious faith helps some people to deal with both positive and negative feelings and experiences • describe how people express their beliefs through ceremonies that show the importance of belonging • express views about their own spiritual ideas and questions about life as a journey • describe some of the difficult questions life presents for everyone, including questions about God • ask some ultimate questions and understand a range of answers, applying ideas for themselves



Planning process- Key Stage 2

Remember all of the planning for RE should work towards pupils achieving the core purpose for RE in Leicester City;

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Key question	<p>Either: use the key question suggested in the syllabus update supplement (see pages p42-48) There is a planning grid for each of these questions. (See pages p50-66 of this update document).</p> <p>Or: devise a key question of your own. Ensure that the key question fits with the themes from p37-8 of the Leicester Agreed Syllabus 2009</p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief. Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.</p>
Step 2: Key Learning outcomes	<p>Either: select Key learning outcomes from column 2 of the relevant planning grid for the key question to be studied (see pages p50-66 of this update document.)</p> <p>Or: select from the learning outcomes in the Key Stage 1 programme of study (see column 2 of the Leicester Agreed Syllabus 2009 programme of study p41-43). Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p>
Step 3: 'I can statements' & assessment	<p>Either: select 'I can...' statements from column 3 of the relevant planning grid for the key question to be studied (see pages p50-66 of this update document.)</p> <p>Or: use the skills and level descriptions on p62-65 of the Leicester Agreed Syllabus 2009 to develop specific levelled 'I can...' statements as appropriate to the age and ability of the pupils. Sample 'I can...' statements are found in section C of the guidance and support materials of the 2009 Agreed syllabus. The detailed units of work show many levelled learning objectives for many RE questions.</p> <p>These 'I can...' statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within each unit</p>
Step 4: Content	<p>Select relevant content to explore this key question. Each planning grid has content to select from outlined in column 4.</p> <p>There is also suggested content in the detailed units of work. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
Step 5: Teaching & learning activities	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>



Key Stage 2 Detailed Non statutory Planning Tables

KS2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 10 hours of study.</i>
<p>How does a Christian follow Jesus?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>Who was Jesus? Why is he so significant to Christians? How do the teachings of Jesus affect the way Christians live? What affects the way I live?</p>	<p>All themes covered</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • know the main events in the lives of significant religious figures and their importance to believers and impact on society • recognise how some religious figures have experienced and expressed spiritual encounters • recognise the influence of religious stories on ideals of character and moral values 	<p>AT1: Learn about religion</p> <p>i. use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians (Level 3)</p> <p>ii. describe events in the life of at least one modern day Christian, making a link between their actions and the teachings and example of Jesus (Level 4)</p> <p>iii. use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life (Level 4)</p> <p>iv. use religious vocabulary to show an understanding of what it means to some people to be a Christian (Level 4)</p>	<p>a. talk about heroes and heroines from the films and from stories, and ask: Is a hero and heroine inspiring? What does inspiring mean?</p> <p>b. Think about how a person can be inspired to do something good by someone else's words or example</p> <p>c. think through what makes a person inspirational to others, identifying characteristics of a good role model</p> <p>d. consider aspects of the words and actions of Jesus which continue to inspire Christians today</p> <p>e. identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact</p> <p>f. learn from the actions of contemporary inspirational Christians and how these have been influenced by Jesus</p> <p>g. rank and order different reasons why Jesus is regarded as a source of authority and inspiration by Christians today</p> <p>h. describe examples of what some Christians say are the most important attitudes and values to have, comparing these with what pupils believe to be most important</p> <p>i. consider what kind of people they find inspiring and ask some questions about inspiration for themselves</p>



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<p>What does it mean to be a Muslim?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What do Muslims believe? Where do their beliefs originate from?</p> <p>How does this affect how Muslims choose to live their life?</p> <p>Who or what inspires Muslims?</p> <p>What are you committed to?</p>	<p>All themes covered</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • recognise the influence of religious stories on ideals of character and moral values • recognise and describe the functions and significance of different places of worship to believers and communities • know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer • show understanding of the value and importance of pilgrimage to believers • describe the reasons why some religious people don't use visual symbols • experience the learning that comes from visiting places of worship 	<p>AT1 : Learn about religion</p> <ol style="list-style-type: none"> describe the 5 pillars of Islam (Level 3) explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually (Level 4) explain, using religious vocabulary, the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage (Level 4) explain the key functions of the Mosque, comparing it to another place of worship I have learnt about (Level 4) identify differences and similarities between prayer in Islam and prayer in e.g. Christianity (Level 4) describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil (Level 4) 	<ol style="list-style-type: none"> develop an understanding of the Five Pillars of Islam - belief in one God Allah and his Prophet Muhammad (pbuh), daily prayer, fasting, alms giving and pilgrimage think through the importance of beliefs or values as guides for making choices and decisions in daily life; consider the importance of the Qur'an for Muslims: how it is used, treated, learnt - share examples of stories and teaching, e.g., Surah 17 learn about other forms of guidance for Muslims such as hadith reflect on what forms of guidance the pupils turn to when they need guidance or advice think about and discuss the value and challenge for Muslims of following the five Pillars consider the challenges that the discipline or commitment of Muslim living might raise for themselves investigate how the five Pillars are practised in Britain today consider what beliefs, practices and values are significant in the pupils' lives enquire into the role of the mosque. Pupils should ideally have the opportunity to visit the mosque if this not already been undertaken. There are 30+ mosques in Leicestershire: pupils could consider why these have all opened in the last 50 years develop pupils understanding of ways communities influence individuals, e.g. the Muslim communities of Leicester, their own communities



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<p>What does it mean to be a Hindu? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What do Hindus believe? How do these beliefs affect the way they live their lives?</p> <p>What happens in Hindu worship?</p> <p>Who or what inspires and guides Hindu people?</p> <p>What are you committed to?</p>	<p>All themes covered</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • recognise and describe the functions and significance of different places of worship to believers and communities • show knowledge and understanding of some different ways of worshipping God • know some reasons why people pray and understand that there are different types of prayer, considering the idea that people believe they can communicate with God in prayer • explore and express spiritual feelings and experiences • show understanding of the value and importance of pilgrimage to believers • experience the learning that comes from visiting places of worship 	<p>AT1 : Learn about religion</p> <p>i. explain the key beliefs of Hindu and how these affect the way Hindus choose to behave (Level 4)</p> <p>ii. use religious vocabulary to explain some of the ways in which Hindus describe God, identifying beliefs that are similar in different religions (Level 4)</p> <p>iii. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer (Level 4)</p> <p>iv. explain, using religious vocabulary, the religious expression and beliefs shown through worship, festival and pilgrimage (Level 4 or 5)</p> <p>v. Explain the key functions of the mandir, comparing them to worship in the Hindu home (Level 4)</p>	<p>a. develop an understanding of the key beliefs in Hinduism, e.g., the concept of Dharma- duty, Karma- deed or action, Ahimsa- non harming</p> <p>b. enquire into Hindu beliefs about God; the Trimurti- Brahma (creator), Vishnu (preserver), Shiva (destroyer)</p> <p>c. explore the place of Hindu gods and goddesses in the life of a Hindu</p> <p>d. reflect on the importance of beliefs or values as guides for making choices and decisions in daily life</p> <p>e. examine the importance of story and sacred text for Hindus - how are stories shared and learnt from, what types of texts are important</p> <p>f. explore the role of the mandir in the life of a Hindu how does this compare and contrast with worship in the home? Pupils should ideally have the opportunity to visit the mandir if this has not already been undertaken</p> <p>g. describe the practice and meaning of puja in the home and in the mandir</p> <p>h. reflect on what forms of guidance the pupils turn to when they need guidance or advice</p> <p>i. examine and draw meaning from a significant Hindu festival, e.g., Navratni, Divali or Holi. Look at the stories, meaning and the practices related to this festival in Britain and Leicester today</p> <p>j. reflect on the spiritual significance of the River Ganges and Varanasi for Hindus pilgrims (if not already covered in pilgrimage unit)</p> <p>k. consider what beliefs, practices and values are significant in the pupils' lives</p>



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<p>What does it mean to be a Sikh?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What do Sikhs believe? Where do their beliefs originate from? How do they choose to live their lives?</p> <p>Who or what inspires and guides Sikh people?</p> <p>Who or what guides you in life? What are you committed to?</p>	<p>All themes covered</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • identify and understand some of the key beliefs of the religious traditions studied • describe and apply some of the ways that God is represented in different faith traditions • describe how and why sacred texts are important to believers • recognise and describe the influence of religious stories on ideals of character and moral values • understand the meanings of some festivals and their significance for believers • know the main events in the lives of significant religious figures and their importance to believers and impact on society • recognise how some religious figures have experienced and expressed spiritual encounters; • recognise the influence of religious stories on ideals of character and moral values • describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour 	<p>AT1: Learn about religion</p> <p>i. explain the key beliefs of Sikhs and how these affect the way Sikhs choose to behave (Level 4)</p> <p>ii. Explain the importance of the Gurus in the Sikh Tradition (Level 4)</p> <p>iii. recognise and describe how the Guru Granth Sahib may provide inspiration or guidance to a Sikh believer (Level 4)</p> <p>iv. explain, using religious vocabulary, the religious expression and beliefs shown through worship, festival, service and pilgrimage (Level 4)</p> <p>v. Explain the key functions of the gurdwara, comparing them to the key functions of another place of worship (Level 4)</p>	<p>a. develop an understanding of the key Beliefs in Sikhism, e.g., one God (use the Mool Mantar), Sewa- service, human equality and dignity</p> <p>b. explore the importance of the Ten Gurus, e.g., Guru Nanak's calling to preach, the forming of the Khalsa under Guru Gobind Singh, the collecting together of the first Sikh scriptures, Adi Granth by Guru Arjan</p> <p>c. discuss the importance of sacred text, Guru Granth Sahib for Sikhs', how it is understood as a living guru – how is it used, treated and learnt from?</p> <p>d. enquire into the importance of the Sikh community, e.g., the khalsa, wearing of 5 Ks, worship in the gurdwara, eating together in the Langar and serving others</p> <p>e. explore the role of the gurdwara in the life of a Sikh - pupils should ideally have the opportunity to visit the gurdwara if this not already been undertaken</p> <p>f. consider and investigate one of the gurdwaras in Leicester: why are these buildings significant to Sikhs? Should everyone go and have a look? What can be learned?</p> <p>g. reflect on what forms of guidance the pupils turn to when they need guidance or advice</p> <p>h. examine and draw meaning from a significant Sikh festival, e.g., Vaisakhi, Guru Nanak's birthday or Divali. Look at the stories, meaning and the practices related to this festival in Britain today</p> <p>i. evaluate the spiritual significance of Amritsar in the lives of Sikhs</p> <p>i. consider what beliefs, practices and values are significant in the pupils' lives. Consider their experience of community in comparison to Sikh community life</p>



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Who is my neighbour? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i>	Teaching and authority Religion, family and community Learning outcomes from the 2009 POS <ul style="list-style-type: none"> describe and evaluate some key events in the lives of contemporary figures who have inspired believers make links between religious and moral ideals and their influence on lifestyle and behaviour recognise and describe the influence of religious stories on ideals of character and moral values apply what they have learned to some of their own beliefs, values and opinions make links between what religions teach about right and wrong and pupils' own views describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour develop understanding of fairness, justice, compassion and green issues 	AT1: Learn about religion <ol style="list-style-type: none"> use some religious vocabulary to identify what it means to be someone's neighbour (Level 2) re-tell a story or the events in person's life (Level 2) use religious or spiritual vocabulary such as neighbour, sacrifice, suffering, parable (Level 3) describe and re-tell a range of events and stories from the life of Jesus and other significant figures (Level 3) use a widening religious vocabulary to show that they understand the life, teaching and events of significant teachers and teachings (Level 4) use the vocabulary learned in RE to show their understanding of the nature of faith (Level 4) 	AT2: Learn from religion <ol style="list-style-type: none"> think of questions that I would like to ask someone who has put the needs of someone else before my own (Level 2) make links between stories and the actions of a believer (Level 3) consider puzzling and mysterious questions about how a believer understands what their faith requires of them (Level 3) apply ideas from what I have learned to my own beliefs, comparing and contrasting them to those of believers (Level 4)
			a. explore the question 'How should I treat others'. Share the Golden Rule with the pupils. Find out more about who shares this and why people share this. Does it depend on how people treat you or is this rule to always be followed? b. explore the question for Christians, 'Who is my neighbour?' through sharing the story of the Good Samaritan (Luke 10: 25-37). Use the picture of the Good Samaritan by Van Gogh to illustrate the story - how should this story be interpreted and followed by Christians today? c. identify three individuals or organisations who put into practice the principle of loving one's neighbour. Individuals could include Mother Theresa, Oscar Romero, Malala Yousafzai, Bob Geldof, Oscar Schindler, Thomas Barnado, organisations such as Medics Sans Frontiers, Islamic Relief, the Red Cross or a local individual or organisation. Work individually or in groups to investigate one or two of these answering questions such as <ul style="list-style-type: none"> what was he/she doing before he/she saw the needs of others? what did he/she do and what happened? how did the work develop and continue? what is happening now as a result of the work? how would he/she answer the question: 'Who is my neighbour?' what have I learned from looking at this life? and other questions generated by the pupils d. who do the pupils consider to be their neighbour?



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What does light mean? What does dark mean? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i>	Teaching and authority Symbol and religious expression Learning outcomes from the 2009 POS <ul style="list-style-type: none"> • know of the different religions practised in their community • describe the meaning of some religious signs and symbols • describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour • describe the reasons why some religious people do not use visual symbols • express a range of views about their own spiritual ideas, experiences and questions • understand the meanings of some festivals and their significance for believers • understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations 	AT1 : Learn about religion <ul style="list-style-type: none"> i. retell religious stories and identify some religious beliefs (Level 2) ii. suggest meanings in religious symbols associated with light and darkness (Level 2) iii. use religious and spiritual language and concepts to describe the meanings of religious practices (Level 3) iv. show how religious beliefs, ideas and feelings associated with light and darkness can be expressed in various ways (Level 4) v. show understanding of meanings for some symbols and concepts, using religious concepts and language (Level 4) 	a. how do the pupils understand the use of light and dark as symbols. Find examples in language, poetry, story and art b. enquire into the significance of dark and light in the festival of Diwali through investigating story, practice, worship and first hand accounts of the celebration and significance of Diwali c. look at the significance of light in Christianity and Jesus as 'the light of the world' - what does this mean to Christians look at the portrayal of Jesus in art e.g. Holman Hunt – The Light of the World d. explore the significance of light in the narrative of the birth of Jesus e. suggest meaning for the Muslim symbols of the moon and the stars - for Muslims, the holy Qur'an and the Prophet (pbuh) are like the guide and light. Explore the place of the Qur'an and the Prophet (pbuh) in Islam through artefacts and stories f. consider with pupils whether everyone needs help to guide and light their way. Where does this light and guidance come from? g. explore the meaning of the story of Hannukah for Jewish people - what do light and dark symbolise in this story?



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<p>How is new life welcomed into the world?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>How do we belong to other people?</p> <p>Why do some people believe that they belong to God?</p> <p>What do we do at different times of our lives to show that we belong?</p>	<p>The journey of life and death</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives describe how people express their beliefs through ceremonies that show the importance of belonging express views about their own spiritual ideas and questions about life as a journey understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members 	<p>AT1: Learn about religion</p> <p>i. recognise similarities and differences between different religious belonging ceremonies (Level 3)</p> <p>ii. retell what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean (Level 2)</p> <p>iii. use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion (Level 3)</p>	<p>AT2: Learn from religion</p> <p>i. identify symbols of belonging from their own experience and for Christians and one other religion, suggesting what these might mean (Level 2)</p> <p>ii. recognise and describe my feelings of belonging and depending on others (Level 2)</p> <p>iii. describe what is special and of value about belonging to a group that is important to me and make links with religious material studied (Level 3)</p>

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<p>What are the deeper meanings of the festivals?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>Why do people choose to celebrate significant times?</p> <p>What do I think is worth celebrating?</p>	<p>Beliefs and questions Teaching and authority</p> <p>Symbol and religious expression</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> describe how and why sacred texts are important to believers illustrate, using religious vocabulary, ways in which religious meaning is conveyed in ordinary language, special vocabulary and other forms of expression recognise and describe the influence of religious stories on ideals of character and moral values understand the meanings of some festivals and their significance for believers describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour understand the meanings of some festivals and their significance for believers understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations 	<p>AT1 : Learn about religion</p> <p>i. identify some differences between religious festivals and other types of celebrations (Level 2)</p> <p>ii. connect stories, symbols and beliefs with what happens at Easter, Christmas, Pentecost, Harvest, Eid, Divali, Pesach (Level 3)</p> <p>iii. Identify similarities and differences in the way festivals are celebrated within and between religions (Level 3)</p> <p>iv. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers (Level 4).</p> <p>AT2: Learn from religion</p> <p>i. reflect on what is worth celebrating and remembering in my own life and community (Level 3)</p> <p>ii. ask and respond to questions raised by the stories behind religious festivals (Level 3)</p> <p>iii. make links between the festivals and the actions of a believer, and their own lives (Level 3)</p> <p>iv. express my own responses that show their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (Level 4)</p>	<p>a. think about times in their own lives when pupils remember and celebrate significant events/people; why and how they do this</p> <p>b. consider the meanings of stories behind key religious festivals, e.g., Christmas, Easter, Pentecost, Harvest in Christianity; Divali in Hinduism; Eid ul Adha in Islam; Pesach in Judaism</p> <p>c. describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals</p> <p>d. notice and think about similarities and differences between the way festival are celebrated e.g. Christmas within different Christian traditions, Divali within Sikhism and Hinduism</p> <p>e. study key elements of festival: shared values, story, beliefs, hopes and commitments</p> <p>f. consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals:</p> <ul style="list-style-type: none"> does light conquer darkness (Divali)? is love stronger than death (Easter)? can God free people from slavery (Pesach)? does fasting make you a better person? How? (Ramadan and Eid Al Fitr) <p>g. consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p>



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<p>Values: what matters most to Humanists and to Christians?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What are the most valuable things in life?</p> <p>Who is a Humanist? Who is a Christian?</p> <p>What are my values?</p>	<p>Teaching and authority</p> <p>Religion and the individual</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • make links between religious and moral ideals and their influence on lifestyle and behaviour • make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • make links between what religions teach about right and wrong and pupils' own views 	<p>AT1: Learn about religion</p> <p>i. use correct vocabulary to describe a religious and a non religious way of life (Level 3)</p> <p>ii. describe some values that matter to Humanists and some values that matter to Christians (Level 3)</p> <p>iii. Make links from my own ideas about good and bad to other people's ideas (Level 3)</p> <p>iv. understand similarities and differences between Christian and Humanist values (Level 4)</p>	<p>AT2: Learn from religion</p> <p>i. identify some of my own values and consider what behaviour goes with a value like forgiveness, truth telling or kindness to animals (Level 3)</p> <p>ii. ask and respond to questions about values and why it is sometimes hard to always be good (Level 3)</p> <p>iii. make links between what matters most to Humanists or Christians and what matters most to me (Level 3)</p> <p>iv. apply ideas about values in Christianity and Humanism for themselves (level 4)</p>	<p>a. think about their own values by doing some ranking of values</p> <p>b. find out who is a Humanist and how a Humanist and a Christian might have some similar and some different values</p> <p>c. join in discussions about what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings</p> <p>d. learn from the actions and ideas of Christians about what makes an action good or bad</p> <p>e. learn from the actions and ideas of Humanists about what makes an action good or bad</p> <p>f. study the actions and words of Humanists and Christians, expressed in some stories of key people or leaders</p> <p>g. reflect on what people do because of our values</p> <p>h. think about how and why some people live lives of self-sacrifice and kindness to others, but some are selfish, and many are a mixture of both!</p> <p>i. consider why they hold the values which they do, and how these values make a difference to their lives</p> <p>j. investigate the links between values held by themselves, by Christians and by Humanists</p> <p>k. notice and think about the fact that values can clash, and dilemmas about doing the right thing can be difficult</p> <p>NB: This unit offers an opportunity for schools to plan explicitly for the inclusion of a non-religious worldview, and in doing this practices the principle of inclusion: RE is for all, including non-religious people</p>



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<p>Who inspires me?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>How do those who inspire us influence us to act?</p>	<p>Teaching and authority</p> <p>Inspirational people</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> know the main events in the lives of significant religious figures and their importance to believers and impact on society recognise how some religious figures have experienced and expressed spiritual encounters recognise the influence of religious stories on ideals of character and moral values describe and evaluate some key events in the lives of contemporary figures who have inspired believers make links between religious and moral ideals and their influence on lifestyle and behaviour recognise and describe the influence of religious stories on ideals of character and moral values 	<p>AT1: Learn about religion</p> <p>i. retell stories about an inspirational person explaining why their lives might be considered inspirational (Level 2)</p> <p>ii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers (Level 4)</p> <p>iii. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus (Level 3)</p> <p>iv. make links and identify similarities and differences between the different people studied (Level 4)</p>	<p>AT2: Learn from religion</p> <p>i. identify the qualities I admire in my heroes/ role models, explain why I admire them and how this may influence my own life (Level 3)</p> <p>ii. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers (Level 4)</p> <p>iii. make links between what I have learnt about inspirational people and my own behaviour (Level 3)</p>	<p>a. ask and consider what makes a person inspirational to others, identifying characteristics of a good role model</p> <p>b. think about what made Jesus an inspirational leader - what do Christians believe about who Jesus was and how he died?</p> <p>c. study a contemporary inspiring figure, e.g. a local hero, a sporting leader or a person with an outstanding story of courage or love to tell</p> <p>d. learn from the actions of contemporary inspirational Christians and how these have been influenced by Jesus</p> <p>e. study the actions and words of a leader or founder from another religion being studied e.g. Moses or Guru Nanak</p> <p>f. reflect on the story of the actions of a modern inspirational person from another faith, e.g., Gandhi</p> <p>g. think about how and why some people choose to stand up for their beliefs in difficult circumstances</p> <p>h. consider why these inspirational people of faith are regarded as sources of importance and inspiration by believers today</p>



KS2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 8 hours of study.</i>
<p>What do the religions teach about the natural world and why should we care about it?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>How do religions try to explain how the world was created?</p> <p>How do different religions think we should care about the world?</p>	<p>Beliefs and Questions</p> <p>Religion and the individual</p> <p>Beliefs in action in the world</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> describe some of the difficult questions life presents for everyone, including questions about God ask some ultimate questions and understand a range of answers, applying ideas for themselves ask and suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour develop understanding of fairness, justice, compassion and green issues apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world 	<p>AT1: Learn about religion</p> <p>i. make links between the Biblical creation story and the activities of Christians relating to care for the Earth (Level 3)</p> <p>ii. describe and show understanding of sources and teachings of other religions about creation and human responsibility for the environment (Level 4)</p> <p>iii. identify and describe the impact of these beliefs on how people live (Level 4)</p>	<p>a. learn from stories and teachings from Christianity and other religions and beliefs which show human responsibility to care for the natural world:</p> <ul style="list-style-type: none"> Biblical creation story: Genesis 1-2 Islamic creation story: Seven day story Hindu creation story, e.g. Brahma creating the world Islamic story: Muhammad and the ants, the crying camel, Muhammad friend of animals <p>b. describe how the work of one agency seeks to practise Christian values of stewardship of the environment locally and worldwide, making clear links with the life and teaching of Jesus. e.g. Christian Aid, Tear Fund, CAFOD</p> <p>c. describe the work of an agency seeking to practise religious values of another religion locally and worldwide, e.g. Islam: Islamic Aid; Judaism: big green Jewish website Sikh: Khalsa Aid; Hinduism: the Swadesh movement</p> <p>d. consider their own responsibility for caring for the natural world and for treating others with fairness and respect</p> <p>e. describe how the beliefs about the natural world affect actions in the life of a religious believer, e.g. Ahimsa (non-harming in Hinduism)</p>
		<p>AT2: Learn from religion</p> <p>i. ask some questions and suggest some answers about what different people believe about creation and the natural world including non religious perspectives (Level 4)</p> <p>ii. make links between my own values about animals and the idea of God as creator of the world (Level 3)</p> <p>iii. reflect upon and express my own understanding of ideas and beliefs about care for creation in the light of my learning, through story, art, drama, music and ICT (Level 4)</p>	



KS2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can ...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. Content should be selected for approximately 6 hours of study.
<p>The Journey of life: What is so special about marriage? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What does the word commitment mean?</p> <p>How do I show commitment?</p> <p>Why is it important to keep a promise?</p>	<p>Teaching and authority Journey of life and death</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives understand how religious faith helps some people to deal with both positive and negative feelings and experiences describe how people express their beliefs through ceremonies that show the importance of belonging express views about their own spiritual ideas and questions about life as a journey understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members 	<p>AT1: Learn about religion</p> <ol style="list-style-type: none"> use religious vocabulary to describe and explain why different responsibilities ceremonies and confirmation are important to some religious people (Level 3 and 4) use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion (level 3) describe the impact of ceremonies that mark important stages in people's lives (level 3) identify similarities and differences between marriage vows taken by people from different religions (Level 4) suggest and explain reasons why many people with and without a faith want a religious wedding (Level 5) <p>AT2: Learn from religion</p> <ol style="list-style-type: none"> suggest some reasons why life is often described as a journey and express my own metaphors for life, giving their reasons (level 3) make links to my own life and the important stages and ceremonies that may mark these (level 3) apply the ideas of the importance of wedding vows to promises I might make now or in the future (Level 4) express my own views and those of others on the challenges and value of marriage (Level 5) 	<ol style="list-style-type: none"> explore and use the religious metaphor of life as a journey. What might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? consider the value and meaning of ceremonies which mark milestones in life – particularly those associated with growing up and taking responsibility within a faith community: confirmation and believers' baptism in Christianity; sacred thread ceremony in Hinduism; amrit ceremony in Sikhism; Bar/Bat Mitzvah in Judaism think about the value and meaning of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions, e.g. Jewish Marriage; Ketubah Hindu marriage; meaning of seven steps Focus on the promises made in marriage. In marriage vows are made - discuss the meaning of a vow Consider the difficulties and joys of being on a long term relationship with someone. How do people support one another in hard times? Create a 'map of life' for a Hindu, Muslim or Christian person, showing what these religions offer to guide you through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? This unit is an ideal unit to link with learning in SRE



KS2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 6 hours of study.</i>
<p>Justice and poverty: can religions help to build a fair world and make poverty history?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What is fairness and justice?</p> <p>What can we learn from religious teaching about poverty and justice?</p> <p>How do I believe we should treat people justly?</p>	<p>Religion, family and community</p> <p>Beliefs in action in the world</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> describe some examples of how the religious communities of Leicester celebrate together and work together be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour describe a range of responses from religious and other sources to global issues, making links to religious beliefs and to pupils' own behaviour develop understanding of fairness, justice, compassion and green issues understand why religious and other communities address economic imbalance through activities such as fair trade make links between war and suffering on a global scale and the conflict and sadness that they experience in their own lives apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world 	<p>AT1: Learn about religion</p> <p>i. describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference (Level 3)</p> <p>ii. make connections between the teachings of Paul and Jesus and the work of one Christian agency today (Level 4)</p> <p>iii. make links between the teachings of another religion e.g. Islam and the work of Islamic Relief / Muslim Aid today (Level 4)</p>	<p>a. discuss what is fair and unfair within the experience of the pupils</p> <p>b. draw meanings from stories and teachings from Christianity and other religions and beliefs which ensure justice and fairness for all people, e.g.</p> <ul style="list-style-type: none"> teachings of Jesus and Paul on values and justice and their meaning for Christians today, e.g. Widow's Mite (Mark 12:41-44) and The Rich Fool (Luke, 12:16-21) Two Great Commandments (Mark 12:28-34) Galatians 3:28, 5:22, Romans 12:17-21. Islam: Muhammad overcomes hatred with kindness or the woman at the gates of Mecca Sikhism: Malak Bhago and Guru Nanak. <p>c. charitable practices that are part of religious practice e.g. Christian tithing, giving away 10% of income, Muslim, Zakah, annually giving away 2.5% of all wealth, and Jewish, giving away 10% of their net income.</p> <p>d. investigate and compare two charities that work for justice and have a religious background. How do they interpret and follow the teaching of their faith? What is the impact of the charities' work?</p> <p>e. investigate particular individuals who have been led by their beliefs to work for different types of justice e.g., Rosa Parks, Martin Luther King, Malala Yousafzi Anne Frank, Bono, Gandhi, Aung San Suu Kyi, examples from your local area.</p>



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What can we learn from reflecting on wisdom? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i> What Words of Wisdom can guide us?	Religion, family and community Religion and the individual Learning outcomes from the 2009 POS <ul style="list-style-type: none"> be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour recognise and describe the influence of religious stories on ideals of character and moral values make links between religious and moral ideals and their influence on lifestyle and behaviour understand that other people have different points of view, engaging thoughtfully with them apply what they have learned to some of their own beliefs, values and opinions make links between what religions teach about right and wrong and pupils' own views understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebrations 	AT1: Learn about religion i. describe what the Qur'an says about Allah's creation (Level 3) ii. make links between the beauty of nature and Muslim belief (Level 3) iii. understand and suggest reasons why the Bible is a source of wisdom for Christians (Level 4)	a. use stilling exercises and guided visualisations to encourage the pupils to learn imaginatively b. develop the pupils' understanding of Sikh teaching about the things that matter more than money, such as justice, service to other people and appreciating the Divine. Use a stilling technique and a contemplation activity to deepen understanding of values beyond mere 'cash value' by sharing the story of Guru Nanak and the money. What does this story mean? c. share thoughts and ideas about the Islamic idea of the beauty of creation and how it should be treated. <i>The Earth is green and beautiful, and Allah has appointed you his stewards over it. The whole earth has been created a place of worship, pure and clean. Whoever plants a tree and diligently looks after it until it matures and bears fruit is rewarded. If a Muslim plants a tree or sows a field and humans and beasts and birds eat from it, all of it is love on his part.</i> Hadith d. look at Christian teaching on love using 1 Corinthians 13 and Matthew 22:37-40. Listen to and discuss these quotes. Compare them to other quotes, poems and songs on love. How are they similar and different. Why might these texts be significant to Christians? What are your views about them? e. set the challenge to the class to create pages for their own 'holy book'. Explain that this will be very small scale compared to the words of Gurus, Prophets or Apostles from the sacred texts in the religions, but still potentially inspiring.





KS2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 8 hours of study.</i>
<p>What can we learn from religions about temptations and finding your way through the moral maze?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>How do I know what is right and what is wrong?</p> <p>How does religion help people choose between right and wrong?</p>	<p>Religion, family and community Teaching and authority Religion and the individual</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • make links between what religions teach about right and wrong and pupils' own views • understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members • be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour • recognise and describe the influence of religious stories on ideals of character and moral values 	<p>AT1: Learn about religion</p> <p>i. describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (Level 4)</p> <p>ii. reflect on how having a code for living might help believers with difficult decisions (Level 3)</p> <p>iii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers (Level 3)</p>	<p>a. explore teachings which act as guides for living within Christianity and at least one other religion or non religious belief; and their practical application in everyday life: e.g. the Ten Commandments (Exodus 20.1-21/Deuteronomy 5.1-22), the Two Great Commandments of Jesus (Mark 12. 28-34); Islamic principles; the Golden Rule for Humanists</p> <p>b. share stories from different religions that give examples of how to live 'a good life', e.g., Sikh stories about money Duni Chand and the needle, Bhagat Puran Singh and the Pingalwara, Muslim Hadith or stories about the beauty of creation, Christian teaching from Jesus on the Beatitudes</p> <p>c. think about the importance of beliefs or values as guides for making choices and decisions in daily life</p> <p>d. consider the value and challenge for believers of following a code for living</p> <p>e. discuss and debate the differences between right and wrong/ good and bad and how we know the difference;</p> <p>f. think through what guides pupils' own moral choices</p> <p>g. consider what makes a person inspirational to others, identifying characteristics of a good role model</p> <p>h. ask why these key religious figures are regarded as sources of authority and inspiration by believers today, suggesting answers</p> <p>i. think through what guides pupils' own moral choices - discuss why it is that we often have good intentions, but do not always follow them through (work on temptation, bad choices and peer pressure is useful here)</p>

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<p>What will make our city a more respectful place?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What can we learn from each other?</p> <p>What makes people more respectful?</p> <p>Can people who are different live in harmony?</p> <p>What makes that easier or harder?</p>	<p>Religion, family and community</p> <p>Religion and the individual</p> <p>Beliefs in action in the world</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> • know of the different religions practised in their community • understand ways in which people are dependent on each other and ways in which faith communities support and strengthen their members • understand some of the causes of prejudice • apply the idea of respect to other people's beliefs, values and opinions • describe some examples of how the religious communities of Leicester celebrate together and work together • be able to apply ideas from some sources of authority within different religions to questions about race, diversity, community and behaviour • make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others • understand that other people have different points of view, engaging thoughtfully with them • apply what they have learned to some of their own beliefs, values and opinions • apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world 	<p>AT1: Learn about religion</p> <p>i. show understanding of the richness of religious diversity of Great Britain and out own locality (Level 4)</p> <p>ii. describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs (Level 4)</p> <p>iii. make links between how people treat each other and the idea of a respectful community (Level 3)</p> <p>AT2: Learn from religion</p> <p>i. respond sensitively to people with a faith (Level 2)</p> <p>ii. make links between values like respect and tolerance and their own behaviour (Level 3)</p> <p>iii. ask good questions and suggest some answers, with reference to particular religions about religious diversity (Level 4)</p> <p>iv. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together (Level 4)</p>	<p>a. play a simple guessing game about the statistics of religion in Britain and the world to get a sense of 'how religious the world is' today</p> <p>b. learn from diversity through visiting places of worship from different faiths</p> <p>c. find out about local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work. Why are there now 30+ mosques in Leicester, where 50 years ago there were none? Why are there over 50 Churches in Leicester, some of them over 500 years old?</p> <p>d. compare your community with another more diverse community; identify similarity and difference</p> <p>e. develop understanding of examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences'</p> <p>f. find out about examples of interfaith work in your area or another nearby, e.g. interfaith network</p> <ul style="list-style-type: none"> - have they worked on shared social justice projects or are their shared celebrations, e.g. interfaith week? <p>g. consider teaching from different religions about dealing with difference e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality, rather than mere argument or even conflict</p> <p>h. weigh up examples of how people have dealt well with difference or conflict. Give pupils some scenarios to think about in which people choose conflict or acceptance, hostility or tolerance</p>



KS2 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 8 hours of study.</i>
<p>What happens when we die?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>How can religion help people cope with 'dark' times?</p> <p>How do I respond to life's highs and lows?</p> <p>What can I learn from religion about living thankfully or about dealing with hard times?</p>	<p>Journey of life and death</p> <p>Beliefs and questions</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives ask and suggest varied answers to questions about the origins of human life engaging with the mysterious questions for themselves explore some of the mysteries of life and death in the contexts of religious and non religious beliefs understand how religious faith helps some people to deal with both positive and negative feelings and experiences describe how people express their beliefs through ceremonies that show the importance of belonging express views about their own spiritual ideas and questions about life as a journey describe some of the difficult questions life presents for everyone, including questions about God ask some ultimate questions and understand a range of answers, applying ideas for themselves 	<p>AT1: Learn about religion</p> <p>i. describe how and show that they understand how a religious believer may find comfort, safety and freedom from fear through their faith, e.g. by prayer or in the community (Level 3 & 4)</p> <p>ii. use religious vocabulary to describe some concepts associated with good times and with hard times (Level 3)</p> <p>iii. describe similarities and difference between the beliefs about life after death from two religions (Level 3)</p> <p>iv. consider and understand why people wish to mark the end of life with a particular ceremony: think about the value of memories (Level 4)</p> <p>v. explain how different beliefs about what happens when we die may cause people to live their life in different ways (Level 5)</p>	<p>a. think about emotional or spiritual 'opposites' such as fear and comfort, danger and safety, life and death. Teachers may want to introduce the topic of death and afterlife – pupils have many questions, and they are not often encouraged to explore this sensitive territory</p> <p>b. who should we thank in the good times? Ask questions and suggest a range of answers to them which make reference to different religious and non-religious teachings about living thankfully, or praising and thanking God for the beauty of the earth, or the pleasures of life</p> <p>c. learn some key concepts about religious ideas of in death such as judgement, heaven, reincarnation, karma and soul. Learn that some people believe death is the end of life, and there is no afterlife</p> <p>d. think about two different religious views and another non religious worldview of what happens after death e.g. Christian, Hindu, Humanist</p> <p>e. look at examples of the 'art of heaven' in which religious believers imagine the afterlife, and respond with art work of their own</p> <p>f. consider similarities and differences ceremonies that mark the end of life on earth and how these express different beliefs</p> <p>g. read and respond to prayers, liturgies and meditation texts used in hard times or when someone has died, and think about the questions and beliefs they address</p> <p>h. discuss the difficulties and uncertainties that can arise when considering 'ultimate' questions about good times and hard times</p> <p>i. examine secular and sacred stories that help to explain different ideas and emotions around joy and celebration and/or death and bereavement</p> <p>j. reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond</p>



Non statutory Key Stage 3 questions for planning and enquiry

This page amends and adds to the information on page in the Agreed Syllabus p46-48

The following questions are one way of teaching the Key Stage 3 RE programme of study. Schools will not investigate all of these questions. A balance of questions will be chosen ensuring all learning outcomes and themes are covered at least once during KS3. The themes and learning outcomes can be found in the 2009 Agreed Syllabus p44-48. This table should be read in conjunction with these pages.

Non statutory questions	Theme	Learning outcomes from the programme of study
Christianity, Islam and Judaism: 3 religions what do they share?	All	<ul style="list-style-type: none"> • explain the varied significance of places of pilgrimage and sacred sites for believers • understand and explain some of the principal beliefs and teachings of religious traditions • understand and apply diverse ideas about belief in God from within, across and outside religious traditions, accounting for the diversity of views • understand the form and nature of sacred writings in some religions and explain the reverence in which they are held • understand the impact of key religious figures on the lives of believers and others today • use knowledge to explain the influence of key religious figures in the formation of religious traditions • know, understand and reflect upon differing approaches to some moral issues about life and death • examine the origins, growth and changes in the role of religion in the community, locally, nationally and globally • understand, recognise and respect diversity within and between faiths, especially in relation to issues of equality
My life in pieces	Ethics and relationships	<ul style="list-style-type: none"> • Explore what it means to be human, recognising the value of human life • Develop and evaluate their own views, beliefs, values and commitments in relation to religions studied • Understand experiences and actions which encourage a personal spiritual responsibility



Non statutory questions	Theme	Learning outcomes from the programme of study
Selling Faith	Expressions of spirituality Beliefs and concepts	<ul style="list-style-type: none"> • understand and analyse some of the concepts behind signs and symbols, explain their nature, use and significance in religious practice • understand that the use of figurative language such as poetry, simile, metaphor, parable and allegory may express religious meaning and insight • understand and explain some of the principal beliefs and teachings of religious traditions • engage with questions of suffering and death, the search for truth and meaning in life, and the value of the human person • explain examples of the impact and use of sacred texts in different religions today • understand issues relating to equality and fairness in relation to themselves and others including the international community • account for the significance of 'rites of passage' in the lives of individuals and communities
Inspiring Christians: In what ways do Jesus and his followers today inspire people?	Beliefs and Concepts Authority Ethics and relationships	<ul style="list-style-type: none"> • investigate the significance of a variety of religious experiences which transform some people's lives and reflect on the impact for themselves and others • understand the impact of key religious figures on the lives of believers and others today • use knowledge to explain the influence of key religious figures in the formation of religious traditions • interpret teaching and sources and make connections with current issues, ethics and answers to ultimate questions • examine the significance of the lives of some religious people and evaluate the impact of their ideas and actions • understand and interpret the significance for believers of motivation, intention, dilemmas and consequences in the moral life • understand and appreciate why some people devote their lives to the service of others, and many people take on responsibilities gladly • understand experiences and actions which encourage a personal spiritual responsibility



Non statutory questions	Theme	Learning outcomes from the programme of study
What will make Leicester a more respectful city?	Rights and responsibilities Interfaith dialogue	<ul style="list-style-type: none"> • examine issues and sensitivities when there are conflicting arguments, e.g. can any religion rightly attempt to impose a monopoly on truth, ethics or land in a plural world? • explain the effects that fasting, feasting and festivity have in human lives and communities • understand issues relating to equality and fairness in relation to themselves and others including the international community • understand and analyse the influence of religions on different patterns of individual, family and community life • examine the significance of the lives of some religious people and evaluate the impact of their ideas and actions • examine the origins, growth and changes in the role of religion in the community, locally, nationally and globally • explore the motivations for choosing to serve God and the community through a vocation or a religious way of life • understand, recognise and respect diversity within and between faiths, especially in relation to issues of equality • understand and appreciate why some people devote their lives to the service of others, and many people take on responsibilities gladly
Spirituality, creativity and religion	Expressions of spirituality Beliefs and concepts	<ul style="list-style-type: none"> • spirituality: Explore and respond to the dimension of mystery in human life • understand experiences and actions which encourage a personal spiritual responsibility • explain the varied significance of the places of pilgrimage and sacred sites for believers • understand and analyse some of the concepts behind signs and symbols, explain their nature, use and significance in religious practice • understand that the use of figurative language such as poetry, simile, metaphor, parable and allegory may express religious meaning and insight • interpret the profound meanings that are conveyed by religious story and narrative • express well informed views on religious and spiritual experience including e.g. prayer or the sense of divine presence • engage with questions of suffering and death, the search for truth and meaning in life, and the value of the human person • understand and apply diverse ideas about belief in God from within, across and outside religious traditions, accounting for the diversity of views • account for the beliefs expressed through the diverse design, symbolism and use of places and acts of worship



Non statutory questions	Theme	Learning outcomes from the programme of study
Does it make sense to believe in God?	Religion and science Interfaith dialogue	<ul style="list-style-type: none"> • examine issues and sensitivities when there are conflicting arguments, e.g. can any religion rightly attempt to impose a monopoly on truth, ethics or law in a plural world? • examine different types of reflection, prayer and meditation and their diverse purposes • spirituality: Explore and respond to the dimension of mystery in human life • explain different accounts of 'creation' or the origins of the world and understand the human need to explain the origins of the universe • reflect on religious and other responses to ultimate questions about origins and meaning • reflect on and explain varied responses to ultimate questions about the meaning and purpose of life • understand and apply diverse ideas about belief in God from within, across and outside religious traditions, accounting for the diversity of views • understand and respond critically to religious and spiritual convictions, beliefs and attitudes
What is sacred in Sikhism?	Beliefs and concepts Authority Ethics and relationships	<ul style="list-style-type: none"> • explain examples of the impact and use of sacred texts in different religions today • understand the form and nature of sacred writings in some religions and explain the reverence in which they are held • understand the impact of key religious figures on the lives of believers and others today • use knowledge to explain the influence of key religious figures in the formation of religious traditions • explore examples of the human experience of mystery from sacred texts • understand and explain some of the principal beliefs and teachings of religious traditions • interpret the profound meanings that are conveyed by religious story and narrative • understand issues relating to equality and fairness in relation to themselves and others including the international community • understand and interpret the religious sources of moral guidance for some people • demonstrate and explain their understanding of the connection between religious belief and worship • account for the beliefs expressed through the diverse design, symbolism and use of places and acts of worship • account for the significance of rites of passage in the lives of individuals and communities • demonstrate and explain their understanding of the connection between religious belief and worship



Non statutory questions	Theme	Learning outcomes from the programme of study
War: What is it good for?	Global issues	<ul style="list-style-type: none"> • use skills of reflection to develop and express views and insights on the struggle to do good • understand and interpret the religious sources of moral guidance for some people • explore and explain how people deal with both positive and negative experiences and understand the impact of religious ideas • explain how religious teaching affects attitudes towards and treatment of humanity, other living creatures and the environment • examine issues and sensitivities when there are conflicting arguments, e.g. can any religion rightly attempt to impose a monopoly on truth, ethics or land in a plural world? • evaluate and reflect on the responses to personal and social problems, and issues found in religion and belief systems • interpret teaching and sources and make connections with current issues, ethics and answers to ultimate questions • understand and explain some of the principal beliefs and teachings of religious traditions • understand and interpret the significance for believers of motivation, intention, dilemmas and consequences in the moral life
Has Science ditched God? Is science the new God?	Religion and Science Beliefs and concepts	<ul style="list-style-type: none"> • express well informed views on religious and spiritual experience including e.g. prayer or the sense of divine presence • understand and respond critically to religious and spiritual convictions, beliefs and attitudes • engage with questions of suffering and death, the search for truth and meaning in life, and the value of the human person • investigate the significance of a variety of religious experiences which transform some people's lives and reflect on the impact for themselves and others • explore examples of the human experience of mystery from sacred texts • explain different accounts of 'creation' or the origins of the world and understand the human need to explain the origins of the universe • reflect on religious and other responses to ultimate questions about origins and meaning • reflect on and explain varied responses to ultimate questions about the meaning and purpose of life • consider ways in which religion and science are complimentary and divergent • account for ideas about religious and scientific understandings of ethics and value • spirituality: Explore and respond to the dimension of mystery in human life • know, understand and reflect upon differing approaches to some moral issues about life and death



Non statutory questions	Theme	Learning outcomes from the programme of study
Do animals have the same rights as humans?	Global issues	<ul style="list-style-type: none"> • understand and explain some of the principal beliefs and teachings of religious traditions • interpret teaching and sources and make connections with current issues, ethics and answers to ultimate questions • reflect on religious and other responses to ultimate questions about origins and meaning • reflect on and explain varied responses to ultimate questions about the meaning and purpose of life • evaluate and reflect on the responses to personal and social problems, and issues found in religions and belief systems • use skills of reflection to develop and express views and insights on the struggle to do good • understand and interpret the religious sources of moral guidance for some people • explain how religious teaching affects attitudes towards and treatment of humanity, other living creatures and the environment
Can goodness overcome evil?	Beliefs and concepts Religion and science	<ul style="list-style-type: none"> • use skills of reflection to develop and express views and insights on the struggle to do good • explore and explain how people deal with both positive and negative experiences and understand the impact of religious ideas • evaluate and reflect on the responses to personal and social problems, and issues found in religions and belief systems • know, understand and reflect upon differing approaches to some moral issues about life and death • understand that the use of figurative language such as poetry, simile, metaphor, parable and allegory may express religious meaning and insight • reflect on religious and other responses to ultimate questions about origins and meaning • reflect on and explain varied responses to ultimate questions about the meaning and purpose of life • express well informed views on religious and spiritual experience including e.g. prayer or the sense of divine presence • understand and respond critically to religious and spiritual convictions, beliefs and attitudes • engage with questions of suffering and death, the search for truth and meaning in life, and the value of the human person



Planning process- Key Stage 3

Remember all of the planning for RE should work towards pupils achieving the core purpose for RE in Leicester City;

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Key question	<p>Either: use the key question suggested in the syllabus update supplement (see pages p67-72) There is a planning grid for each of these questions. (See pages p74-76 of this update document).</p> <p>Or: devise a key question of your own. Ensure that the key question fits with the themes from p37-39 of the Leicester Agreed Syllabus 2009</p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief. Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.</p>
Step 2: Key Learning outcomes	<p>Either: select Key learning outcomes from column 2 of the relevant planning grid for the key question to be studied (see pages p74-76 of this update document.)</p> <p>Or: select from the learning outcomes in the Key Stage 1 programme of study (see column 2 of the Leicester Agreed Syllabus 2009 programme of study p44-46). Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your pupils do they need to be further differentiated?</p>
Step 3: 'I can statements' & assessment	<p>Either: select 'I can... statements from column 3 of the relevant planning grid for the key question to be studied (see pages p74-76 of this update document.)</p> <p>Or: use the skills and level descriptions on p62-65 of the Leicester Agreed Syllabus 2009 to develop specific levelled 'I can...' statements as appropriate to the age and ability of the pupils. Sample 'I can...' statements are found in section C of the guidance and support materials of the 2009 Agreed syllabus. The detailed units of work show many levelled learning objectives for many RE questions.</p> <p>These 'I can...' statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within each unit.</p>
Step 4: Content	<p>Select relevant content to explore this key question. Each planning grid has content to select from outlined in column 4.</p> <p>There is also suggested content in the detailed units of work. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
Step 5: Teaching & learning activities	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>



Key Stage 3 Detailed Non statutory Planning Tables

KS3 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. Content should be selected for approximately 10 hours of study.
<p>Christianity, Islam and Judaism: 3 religions what do they share?</p> <p>What beliefs and history are shared between these three religions?</p> <p>What differences are there in the beliefs of these three religions?</p>	<p>Beliefs and Concepts</p> <p>Authority</p> <p>Interfaith dialogue</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> understand and explain some of the principal beliefs and teachings of religious traditions understand and apply diverse ideas about belief in God from within, across and outside religious traditions, accounting for the diversity of views; understand the form and nature of sacred writings in some religions and explain the reverence in which they are held understand the impact of key religious figures on the lives of believers and others today use knowledge to explain the influence of key religious figures in the formation of religious traditions explain the varied significance of the places of pilgrimage and sacred sites for believers know, understand and reflect upon differing approaches to some moral issues about life and death examine the origins, growth and changes in the role of religion in the community, locally, nationally and globally understand, recognise and respect diversity within and between faiths, e.g. in relation to issues of equality 	<p>AT1: Learn about religion</p> <p>i. understand (Level 4), explain (Level 5) or interpret (Level 6) the origins of Christianity, Islam and Judaism in the lives of key leaders in the Prophets: Moses, Jesus, Muhammad and in the sacred texts of these religions</p> <p>ii. use religious vocabulary and concepts to understand (Level 4) and explain (Level 5), beliefs and ways of in the religions studied</p> <p>iii. use religious vocabulary and concepts to describe (Level 3), explain (Level 5) or evaluate (Level 7) the position of sacred texts in these religions</p> <p>iv. interpret (Level 6) and evaluate (Level 7) the significance of sacred sites to Muslims, Christians and Jewish people</p> <p>v. understand (Level 4), explain (Level 5) or interpret (Level 6) a range of answers to the key question: what happens when I die? How can religions support marriage?</p>	<p>a. identify key beliefs in Islam, making connections of similarity and difference to the other two religions:</p> <ul style="list-style-type: none"> belief in Allah (one-ness, undivided); links to Jewish and Christian prophets as Allah's messengers; Muhammad (the final prophet, the seal of the prophets); his life and times, his role in the revelation of the Qur'an and his example. <p>Include illustration from other writings e.g., Hadith - why are these three religions called 'religions of the book'?</p> <p>b. consider the importance of the Qur'an: Allah's final revelation to humanity, for Muslim communities today, and of the Sunnah.</p> <p>c. develop an understanding of the key beliefs in Judaism, e.g., belief in one God, the Torah, the covenant, the importance of the land - Israel</p> <p>d. explore and discuss the importance of the Torah for Jews -how is it used, treated and learnt from. Identify and explore other forms of textual guidance and wisdom in Judaism e.g. Tenakh - how does it link to the Bible and the Qur'an: are all three of them sources of authority? Of wisdom?</p> <p>e. develop an understanding of the key beliefs in Christianity: Jesus as the Son of God, forgiveness of sins, Trinity, atonement, salvation, resurrection; Belief in the Holy Spirit of God</p> <p>f. the ways that sacred texts are viewed by different groups of people (e.g. liberals, conservatives, literal and symbolic readings of the texts) within these religious groups e.g. as authoritative, the exact word of God or as a guide for living</p> <p>g. consider the shared prophets in the three religions - where are the narratives the same and where are they different. Choose a couple of prophets to exemplify this e.g. Noah/Nuh; Abraham/Ibrahim; Isaac and Ishmael/Ismael as the line to Prophet Muhammad</p> <p>h. differences of understanding in the 3 religions on the status of Jesus/Isa e.g. as Messiah or Christ for Christians, as a Jewish teacher for Jews, the importance and status of Prophet Muhammad</p> <p>i. consider the varied significance of pilgrimage and sacred sites to Christians, Muslims and Jewish people. Evaluate practice in the three religions and consider the significance of Jerusalem to all three faiths</p> <p>ii. comparison of views in the three religions of one issue e.g. how can a religious community support marriage? what happens when we die-ritual and belief</p>



KS3 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 10 hours of study.</i>
<p>What is sacred in Sikhism?</p> <p><i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>What do Sikhs believe and where do these beliefs come from?</p> <p>What is so important about the Sikh Gurus?</p> <p>What is special about a Gurdwara?</p> <p>What do Sikhs believe and teach about God and the right way to live?</p>	<p>Beliefs and concepts</p> <p>Authority</p> <p>Ethics and relationships</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> explain examples of the impact and use of sacred texts in different religions today understand the form and nature of sacred writings in some religions and explain the reverence in which they are held understand the impact of key religious figures on the lives of believers and others today use knowledge to explain the influence of key religious figures in the formation of religious traditions explore examples of the human experience of mystery from sacred texts understand and explain some of the principal beliefs and teachings of religious traditions interpret the profound meanings that are conveyed by religious story and narrative understand issues relating to equality and fairness in relation to themselves and others including the international community understand and interpret the religious sources of moral guidance for some people demonstrate and explain their understanding of the connection between religious belief and worship account for the beliefs expressed through the diverse design, symbolism and use of places and acts of worship account for the significance of rites of passage in the lives of individuals and communities demonstrate and explain their understanding of the connection between religious belief and worship 	<p>AT1: Learn about religion</p> <ol style="list-style-type: none"> understand (Level 4), explain (Level 5) or interpret (Level 6) some significant features of Sikh religion in Britain today ask questions about the Sikh way of life and find increasingly thoughtful answers (Level 4) use religious vocabulary and concepts to understand (Level 4) and explain (Level 5) sources of authority, beliefs and ways of expressing religious meaning in the Sikh community develop reasoned ways of engaging with the impact of Sikh commitments and identity on everyday life (Level 6) develop coherent arguments based on social and religious reasons about the place of Sikhism in contemporary world (Level 7) <p>AT2: Learn from religion</p> <ol style="list-style-type: none"> think for myself about the ideas of Guru Nanak and the impact they have had (Level 4) apply ideas (Level 4), express views (Level 5) or develop insights (Level 6) into the challenges of a Sikh way of life in Britain today interpret (Level 6) and evaluate (Level 7) the beliefs and practices of Sikh in the light of my own beliefs and ways of living express with increasing insight my own views about questions of identity and meaning in my own life and thinking (Level 5-6) engage critically and personally with questions about Sikh religion and the challenges and influences it raises (Level 7) 	<ol style="list-style-type: none"> discuss the key teachings of Guru Nanak including Sikh beliefs in equality and sharing recognise the importance of the Guru Granth Sahib (the "Living Guru" containing teachings of Guru Nanak and other Gurus) consider some Sikh stories and teachings about God and how these are reflected in the way Sikhs live consider how and why there is a growing British Sikh community of over half a million people, and examine and investigate how the community expresses the spiritual in a local setting and / or in contemporary Britain analyse and apply Sikh values to pupils' own experience and beliefs (including: values such as equality, service to others, belief in peace, justice and tolerance; prohibitions such as never using tobacco, alcohol or harmful drugs, never commit adultery) investigate the Gurdwara: physical features and focal points and how they reflect beliefs; the central role of the Guru Granth Sahib; the Gurdwara's role in the life of the community (religious, social, educational and welfare centre) reflect on the way beliefs are put into practice (e.g., Sewa, equality and service) especially in the Langar consider significant community occasions, e.g. the festival of Vaisakhi: what is celebrated? How and why? explore the concept of commitment and how membership of the Khalsa affects everyday life evaluate the commitments made at the ceremony of initiation research into Khalsa Aid, a Sikh development charity, and its response to emergencies as part of service to others identify the Sikh belief in reincarnation: (NB this builds on What happens when I die? unit in KS2); beliefs and practices associated with death



KS3 Key question	Themes Key Learning outcomes from the programme of study	I can statements Select from these, balancing learning about and learning from religion and belief. Teachers will set up learning experiences that enable children to be able to say: I can...	Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material. <i>Content should be selected for approximately 8 hours of study.</i>
<p>War: what is it good for? <i>Exemplified unit of work on 2009 Agreed Syllabus support disc</i></p> <p>Why is conflict a part of life? What is meant by a "just war"? Holy War? Pacifism? What did Jesus teach his followers? How did Gandhi practise pacifism? Do religions agree or disagree with each other about war? Do religions bring peace, or cause wars, or both?</p>	<p>Global issues</p> <p>Learning outcomes from the 2009 POS</p> <ul style="list-style-type: none"> use skills of reflection to develop and express views and insights on the struggle to do good understand and interpret the religious sources of moral guidance for some people explore and explain how people deal with both positive and negative experiences and understand the impact of religious ideas explain how religious teaching affects attitudes towards and treatment of humanity, other living creatures and the environment examine issues and sensitivities when there are conflicting arguments, e.g. can any religion rightly attempt to impose a monopoly on truth, ethics or land in a plural world? evaluate and reflect on the responses to personal and social problems, and issues found in religion and belief systems interpret teaching and sources and make connections with current issues, ethics and answers to ultimate questions understand and explain some of the principal beliefs and teachings of religious traditions understand and interpret the significance for believers of motivation, intention, dilemmas and consequences in the moral life 	<p>AT1: Learn about religion</p> <ol style="list-style-type: none"> understand (Level 4), explain (Level 5) or interpret (Level 6) different points of view about the role of religion in making peace or in causing conflict, giving examples use religious vocabulary and concepts to explain how some great peace makers have had an impact on the world (Level 5) raise and research questions about the role of religion in making peace and in conflict (Level 5) give reasoned arguments which justify my opinions about religion, peace and conflict (Level 6) 	<p>AT2: Learn from religion</p> <ol style="list-style-type: none"> apply ideas (Level 4), express views (Level 5) or develop insights (Level 6) into questions about how peace is related to religion express viewpoints about the impact of the teaching of Jesus, Gandhi or other peace makers on how people live today (Level 5) develop points of view (Level 5) and insights (Level 6) into questions about whether war can ever be justified engage critically and personally with ideas from different points of view about religion's role in peace making and in conflict (Level 7) <p>a. discuss examples of conflict in everyday life – its causes and consequences - consider the place of disagreement, fear, prejudice, hatred, selfishness and other factors in personal and larger scale examples of conflict - can religion solve conflict?</p> <p>b. compare some different examples of the work of peace makers in the contemporary world: they might decide who their leading 'champions of peace' might be: the Dalai Lama, The Society of Friends (Quakers), Leonard Cheshire, Mahatma Gandhi, Nelson Mandela or other campaigners for peace. Explore the religious inspiration of many of these</p> <p>c. reflect on the consequences of war: Can war ever be justified?</p> <p>d. research a modern conflict, identifying the causes and consequences</p> <p>e. explain and evaluate some religious teachings on war from two religions, e.g. Jesus' teaching in Matthew 5:9, 38–39 and 43–45, stories of conflict and peace in the Sikh tradition- stories from the life of Guru Nanak, Guru Arjan, Guru Tegh Bahadur and Guru Gobind Singh</p> <p>f. consider texts about holy war e.g. Pope Urban's recruiting speech in 1095 Crusades, 1 Samuel 15:2:3 and definitions of Jihad</p> <p>g. explain and evaluate how theists describe God e.g. judge, creator, protector, all loving (omnibenevolent), all knowing (omniscient), all powerful (omnipotent). How do these ideas sit with the idea of a God who commands wars? Why might some people claim God is backing their war?</p> <p>h. consider whether religions are the cause of war, or a force for peace, or both. Pupils should assemble well informed accounts of this question and reflect on their own views, expressing arguments and reasons with increasing clarity</p> <p>i. present findings about religious ideas and examples and personal response to an aspect of the unit through, e.g., debate, argument, display, PowerPoint, artwork, collage, evaluative writing</p>



A Big RE day

(or a Big RE week)

Organising the RE curriculum for high impact

This guidance provides a rationale, some planning ideas, and good examples of innovative ways of delivering RE in creative curriculum structures such as a whole planned day or a week of cross curricular learning with an RE theme.

Good RE doesn't need to be bound by rules about 'one lesson a week'. Too often, the subject is given low status by teachers, so pupils don't take it very seriously. Signs of this status problem include being taught mostly or only in PPA time (HLTAs can do a great job there, but teachers should take responsibility), or 'ten in the bed' syndrome, where when the subjects 'roll over', it is always RE that 'falls out'. In some schools which claim to be doing an hour a week of RE, many classes actually do 20 minutes at the end of a long day.

One way of raising the status of the subject is to run RE days that give pupils an intense experience of RE over a short period, or an RE week, where the whole curriculum is organised around an RE theme for a longer period. These kind of events are popular where creative curriculum planning is in place, and both teachers and learners enjoy this kind of approach. In a whole day experience for pupils, excellent learning can lead to deep thinking, time for creative RE, real opportunities for spiritual development for pupils and new perceptions of RE for all.

Presently, both primary and secondary schools are supposed to be making their curriculum more flexible and they run whole day experiences from groups of pupils on business and enterprise, drama and the arts, experimental science, sport and even maths. So why not RE? Actually, lots of schools are willing to run an RE day. This article gives you five starter ideas for topics to think about (in the blue box to the right), and some ready to use lesson idea (adaptable for different topics) on the pages that follow.



5 possible ways in to the content of a 'Big RE day'

1. Getting creative with creation: a day of music, drama and arts work that uses the wonder of the natural world, creation stories from Genesis, Hindu tradition or the Qur'an and arguments about our origins (accident or plan of love?) to explore the question: does a beautiful world mean there must be a wonderful God?
2. Debating the hot ones. Use methods like 'philosophy for children' to explore big questions with pupils in the morning so that they can run a really exciting and well thought out formal debate that involves everyone in an afternoon session.
3. Inspirational leaders: choose your hero. A day to focus on Gandhi, the Prophet Muhammad, Jesus, Dr King, Jackie Pullinger, Mother Teresa or Aung San Suu Kyi, asking pupils: who do you most admire and why? Mix discovery, biography, movie clips and dilemmas with young people's own ideas, reactions and views.
4. Global citizenship: Exploring the problems of inequality and poverty, and finding out how a charity like Islamic Relief or Christian Aid makes a difference for those whose lives are damaged by AIDS, war, famine or big business.
5. Easter: did he really? Set up an experiential set of reflective 'stations' that tell the story of Maundy Thursday, Good Friday and Easter Sunday. Explore the experience through story, drama, music, drawing, poems and reflection. Get pupils to create their own drama or speaking performances on the human themes of betrayal, loneliness, suffering, despair and hope.



The aims of the RE day

Be clear that a day experience like this is for pupils' learning and spiritual development. Plan to focus on the religious educational aims of your work first. Sometimes it is good to have a cross-age focus for the day, a whole school impact in a week – but good RE is only served if aims are clearly RE and clearly met. Step one in planning is to set aims for learning about religion and learning from religion in terms that all pupils can achieve.

These four areas might provide a shell for setting your aims:

1. Raise and investigate questions about a religious issue or theme (e.g. creation, diversity, worship, good and evil, making our locality better, religious conflict and co-operation);

2. Gather information, consider alternatives and develop thinking on the theme (e.g. by hearing from believers, researching for themselves, doing a survey, working with dilemmas);

On a good RE Day, pupils will have opportunities to:

3. Encounter stimulating religious and spiritual materials in compelling ways (e.g. using film and video creatively, using drama, taking part in role play, hearing inspiring talk, tackling groups tasks);

4. Make creative, thoughtful and personal responses to the theme (e.g. in art, dance, drama, but also reasoned writing, careful thinking, deepening reflection and expression).

In the examples given later in this article, setting aims that were challenging and realistic were key in the success of the venture. Helping children to respond for themselves, rather than gather more information and facts is the key to success.



Big Questions: 20 prompts for 'paper the walls...'

1. I wonder if...
2. I'd like to ask God...
3. The biggest mystery to me is...
4. Humans will always argue about...
5. I really disagree with...
6. If God is real then...
7. If there's no God, then how...
8. believe in...
9. I don't believe in...
10. When we die, I think...
11. After we're dead, I think...
12. If I could see the future, I'd look for...
13. If I could visit the past, I'd like to...
14. There must be a devil because...
15. There can't be a loving God because...
16. There's no devil because...
17. We'll never know...
18. If Jesus came back, I think he would...
19. Why...
20. And another thing I'd like to say is...

Sample activities:

Debating ultimate questions: ready to start

This example is aimed at upper primary and secondary pupils, but the three learning structures are adaptable for 7 year olds and any age group. They work well: give them a try. The important thing is to enable curiosity to lead to enquiry, investigation and discovery.

Part 1: Paper the walls with you wisdom

From the 5 suggestions in the box, here's one in a 'ready to use' format. Take 20 prompts such as those in the red box, and write each one in the centre of a big piece of flipchart paper. Give pupils 7 post it notes each as they begin the RE day, and tell them they will be asking the biggest questions of all today. They choose seven prompts they find interesting and note their numbers on the post-its, then finish the sentences however they want to. Ask them to be witty – but ask for wisdom and big ideas too. This approach enables them to set the agenda for an enquiry into the meaning and purpose of life and place of faith. If 30 pupils do seven each, you will get 210 ideas and comments in 15 minutes. If a larger group work on this, then you can get 500+ ideas. Ask groups of pupils to take one sheet of the ideas and pick out what is typical, interesting, surprising and fun to report back to the class.



Part 2: Everybody up: stay standing if...

This bit of theatrical learning owes a lot to Graham Norton. It's great for encouraging spoken participation in a big crowd, and making everyone feel they are part of the programme. Ask the audience to all stand, then stay standing if they've ever...

- ...seen an animal die? (talk about Hindu reverence for all life)
- ...been surprised by someone taking religion very seriously? (talk about commitment and its signs in different faiths)
- ...changed their mind about a belief? (talk about conversion)
- ...felt that God was near to them? (talk about religious experience in different traditions)
- ...had a premonition that came true? (talk about scriptural accounts of visions, dreams of prophecies)
- ...had an experience that showed them what happens after death? (talk about different beliefs and accounts)

Run round the room with a real or pretend microphone asking questions of those who stay standing. You'll be amazed: they will talk, laugh and think loads. Feed in big religious ideas and questions as you go.

Part 3: bring it together with questions: linking experience and questions

Give every pair in the group one of the 'paper the walls' sheets to review and report back upon, and three huge fill-in question marks. Ask them to fill the question marks with what they'd like to have answered about the topics they considered. The following week, answer all their questions (well, make an honest failure out of the attempt anyway).



Dos and don'ts – nine ways to make your RE day memorable:

1. Beyond entertainment to being thought provoking

First, if you think and plan carefully what the children will remember from your day's work, then you have a good chance of enabling good learning too – but this doesn't happen automatically.

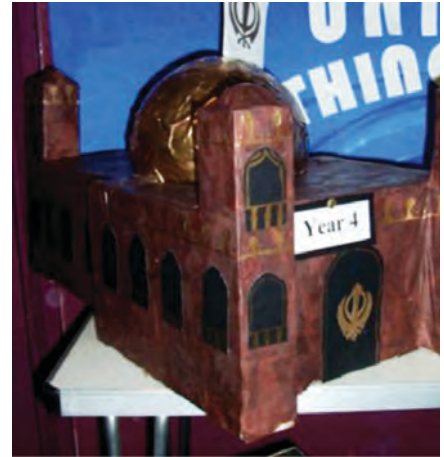
Sometimes at the end of the day the children have been entertained and had fun. But this is not sufficient: did the day enable the RE aims to be met? This intention should lead to some well structured written work and some purposeful group thinking being built into the day plans.

2. Never talk for long: break the programme into dynamic, creative chunks

Second, you need to timetable short sessions. Don't be boring. I never speak for more than 12 minutes at a time to a group on an RE day – it's one of my most useful rules – but 6 might be even better. Interactive learning is essential, and you must trust the young people to learn through the activities you set up. A good RE day is not usually a set of lectures, but a set of interactive experiences. If you do have large numbers of pupils working together, then make sure that groups work makes space for active rather than passive thinking. Judgement tasks are especially useful:

In your group:

- Design the new mosque or gurdwara for our town, then plan the opening of the place of worship (how would different faith leaders contribute?)
- Devise adverts (paper? TV? Radio?) that show what is unique about three different religions
- Plan a speech for the candidate for mayor of your town, emphasising how to make peace between communities
- Write a collection of prayers and meditations for three different festivals which the class have studied, for young children, older children and grown ups



3. Remember that fun + clarity = learning.

This does mean you have to think really carefully about what you say: don't try to communicate the whole doctrine and history of the Christian tradition or a PhD vision of Islam in Britain and the world in your day. Don't go over the heads of the audience – it's not a theological college. But do work out what simple points you want pupils to think about and make sure they are communicated from three or four different angles, making the learning engaging.

4. Mix the group size, and make groups purposeful

Always mix small group work with whole group sessions and keep them literally on their toes: moving about with kinaesthetic learning is powerful. My favourites (see previous page) include collecting replies from each child to their choice of six from twenty prompts on the topic. They write their thoughts on post it notes, and 'paper the walls with their wisdom'. I also like Graham Norton's 'Stay standing if...' routine: he asks his audience to all stand, then stay standing if they've had an amusing experience with a vegetable (whatever). He runs round like a demented elf with a microphone, and people share their too-intimate secrets. I suggest slightly different experiences, but the strategy is amazing.

5. Visitors can energise learning: a community asset for RE

Do invite the local faith communities to send some visitors. They can work alongside pupils, answer questions, share experience and contribute authentic voices. Often asking a visitor for an assembly or lesson is too brief, and therefore unsatisfactory. An RE day can be a much more useful encounter with people of faith. Include your visitors in your planning wherever possible.

6. Imaginative and creative learning doesn't fail

Lastly, it always works to make your day creative. Whether pupils make a collaborative collage of images of heaven, speak a piece of their poetry to camera, rewrite a Bible story into 21st century Bognor or dance the body language of the Lord's Prayer, make sure that you give time and space to their creativity. Teachers have planned examples where pupils work together to:

1. Create a dance routine to go with a piece of religious music;
2. make a cardboard model of their perfect street for the future of their town, complete with 6 different religious buildings;
3. Take a set of 8 photos from the visit to a church or mosque, and put them into PowerPoint. Ask pupils to add captions and both speech and thought bubbles to the people in the pictures, as a way of recounting what they learned from a visit.
4. express their sense of rage at the evil in the world, then their sense of hope;
5. consider what gets crucified in today's world, in the light of learning about the death of Jesus;
6. develop and illustrate six arguments for and against belief in life after death.
7. In teams, make a seven piece collage of the 'days' of creation from Genesis chapter 1, or a 'Then and Now' display about Jewish celebrations at Pesach / Passover, where different groups of children each contribute a 'panel' to a bigger display.



7. Go in with a bang and go out with a bang

Try and make the day different from the beginning - that could small scale such starting with a whole school assembly introducing the theme with drama, visitor or video or arranging the classroom differently. It could be larger scale with teachers dressed as inspirational characters or walking around the playground protesting at a perceived injustice.

A shared outcome for the day gives children a focus and a reason for you to invite in parents, governors and press. It is important that the whole day is not spent 'polishing' a performance the day is about having time to engage more deeply with material.

8. Consider a carousel

A series of activities investigating the same topic for children to engage with. This is particularly useful if you have visitors in for the day. It is important that the children are given the opportunity to reflect on the experiences they have and that there is progression.

9. Mix group sizes and ages

For many children it can be refreshing to work in different grouping perhaps pairing different age classes for part of the day or allowing children an element of choice that will lead to different groupings. Other school ways of organising such as houses can be used to create groups for the day.

Always mix small group work with whole group sessions and keep them literally on their toes: moving about with kinaesthetic learning is powerful. The examples in this article show these kinaesthetic ideas in action.

Your plans will go wrong.

A day like this will never be perfect. You will be disappointed that your aims for spiritual profundity seemed to be overwhelmed by childish silliness or adolescent indifference. But if you are just starting on creative curriculum RE days, learn from what goes wrong, and keep at it. Ruthless self criticism will make things better next time, and it is surprising what learning happens beneath the crust of children making a mess with tissue and glue or the apparent cynicism of teenagers. There is no 'going wrong' that is so bad that you can't learn from it for next time. It applies to running RE days.



Six possible ways of getting into the content of an RE big day

Getting creative with creation

A day of music, drama and arts work that uses the wonder of the natural world, creation stories from Genesis, Hindu tradition or the Qur'an

- Why do people want to know how the world came into being- what are some of the different ideas
- Why do religions have narratives that try to explain the beginning of the world
- Write poetry and create art interpreting the pupils questions about the world around them
- explore the question- Does a beautiful world mean there must be a wonderful God?

Where are all the heroes?

Inspirational leaders-choose your hero

A day to focus on Gandhi, the Prophet Muhammad, Jesus, Dr King, Jackie Pullinger, Mother Teresa or Aung San Suu Kyi or a local religious figure that inspires.

- Asking pupils: who do you most admire and why?
- Mix discovery, biography, movie clips and dilemmas with young people's own ideas, reactions and views.
- Use a guided visualisation technique to focus on the wisdom shown by inspirational people
- Each class could take on a different person and create a different outcome; a drama, a film, a poem, a piece of art
- Share results on the school website, in a gallery or presentation for parents or in a display at the local library.

Big Questions

Use methods like 'Philosophy for Children' to explore big questions with pupils in the morning so that they can run a really exciting and well thought out formal debate that involves everyone in an afternoon session.

- Get the children to choose the questions that niggles or interest them
 - Will I know all the answers when I die?
 - If there is a God why is there poverty?
- Invite in people from two different religions to express their own ideas about the questions
- Explore what people do about their beliefs? What do the sacred texts have to say?

Global citizenship

Exploring the problems of inequality and poverty, and finding out how a charity like Islamic Relief or Christian Aid makes a difference for those whose lives are damaged by war, famine or big business.

- Pupils could do web based research, or invite visitors to come and share information about the charity.
- They could devise TV ads for the charity, inviting donations and publicising the work. Could they dramatise these, or videotape them?
- Run a role play in which some children take the role of grant applicants to the charity and others are the grant allocations committee.

Easter: did he really?

Set up an experiential set of reflective 'stations' that tell the story of Maundy Thursday, Good Friday and Easter Sunday.

- Explore the experience through story, drama, music, drawing, poems and reflection.
- Get pupils to create their own drama or speaking performances on the human themes of betrayal, loneliness, suffering, despair and hope.
- Ask older children to create a 60 second commercial to be shown at Easter entitled Jesus: Why he is / isn't relevant in this decade?

Why do religions tell stories?

Seek out support from your local library, a storyteller or a theatre group. The whole school could focus on stories from one religion or stories could be used from several religions.

Explore some of the purpose of stories in religions. Why are they told? How are they told and remembered? Do the stories connect to beliefs?

Each group could take a story and study it, perhaps finding a way of presenting its meaning in a fresh way for others to understand, using drama, art, animation, dance or some other creative process.

Alternatively a group of stories with messages could be looked at and groups could write their own story with a message for their school or community, drawing on a message from one of the religious stories studied.



How to run an RE theme day: Three Examples

1. Experience from St Bartholomew's School, Quorn, Leicestershire

Amanda Moxon shares her experience of strengthening RE through themed days of special work.

Ingredients: boundless enthusiasm, inspiration, energy and vision to see it through to the end!!!

The first need is to choose a theme that will benefit the school, both staff, pupils and the school community. For example we have chosen 'Respect for all' as we are a monocultural school, predominantly white and our aim in this week is to open up the minds of the children, parents and staff to the wonderful possibilities of a diverse and multi coloured community, one where we can learn from each other, skills for living and loving.

There are a multitude of possible themes and the children when asked have fantastic ideas. The obvious choices are celebrations, but there has been a lot of work on these in regular RE lessons.

Play to the strengths of individual teachers, but might these themes work for you?

- **Peace:** perhaps the school has experienced trouble within the community so there is a need to pour oil on troubled water. The school is often at the heart of such issues and can promote peace and tolerance through this message. This could be relevant for racial harmony or disputes between pupils for a variety of reasons. This could include work on trust, and be presented as an 'Acts of Kindness' day, in which learning about peace and trust opens the possibility of doing something about it. Themes of community, and questions like: 'who is my neighbour?' 'How can we make peace?' 'Why are there wars?' can be included as a starting point for investigations.



- **The Bible:** a treasury of stories and wisdom. Tackle one well chosen story per class, giving teachers the choice so that they can play to their own strengths and put their unique stamp on their own class's work. Pupils might approach the story via literacy activities, hot seating, 'reflection alley', diary writing, newspaper, poetry or whatever the literacy curriculum is going with texts. Make sure pupils are encouraged to 'look for the wisdom in the story' as they work. Get each class to create a performance piece for the rest of the school to enjoy: this could be drama, singing, music making, poetry – or why not a short film?
- **Inspirational people.** A week's work might concentrate on non-fiction and biography in literacy terms while looking first at great ancient leaders such as Moses, Muhammad, Jesus or Guru Nanak, and contrast and compare them with great leaders of more modern times such as William Booth, Nelson Mandela, Dr King or Mother Teresa. Set up the enquiry with questions like 'What makes a leader?' 'Who do you follow?' 'Who or what is inspiring for you?'
- **Thankfulness.** We have just experienced a new build of our school, for which we are truly grateful (and thankful that the work is over!). An RE day might look at how different communities show they are thankful, and encourage those 'wonder and appreciation' moments through well planned learning outside the classroom. There are obvious links to festivals like Eid, Sukkot and Harvest, as well as to the regular worship of a faith community. Set up the enquiry process with questions like: 'Who do we thank?' 'How do we thank?' 'Why do we thank?' 'What do Christians and Jews do to be thankful?'
- **A Cultural Diversity and Heritage Day.** This is good for the start of a new term. We send a relevant task out as homework on the last day of the year for children to return: a ready made display but useful as a class intro and for the class to see who we are, what makes us tick, what we believe, what makes me special and our cultural roots. For us, this kind of work has included looking at green issues, caring for our world, thinking about our school's values, looking at sayings of Jesus about how we treat each other and exploring each pupil's family life.

Leading and supporting colleagues. When a date has been set, a staff meeting needs to be organised by the leader of the day to discuss the theme and the possibilities for the day. It is here that the hard work to motivate and enthuse staff takes place and I often find that cakes help with the atmosphere and good will... not a joke! I really believe that if you want something to succeed and succeed well, you need to invest in people at the start.

Planning: involve everyone. All staff need to put a basic plan together from an old fashioned spider diagram and then come up with the 'I can...' statements to ensure clear aims and progression, which is vital. It is important for the RE coordinator to make a basic or detailed plans for each teacher to take and personalise to suit. This is often easily put onto the school VLE to adapt. What teachers often need is good, classroom close ideas – things to do. A good subject leader will help with this level of planning by providing good ideas. Invite governors to this process if they are willing and able.



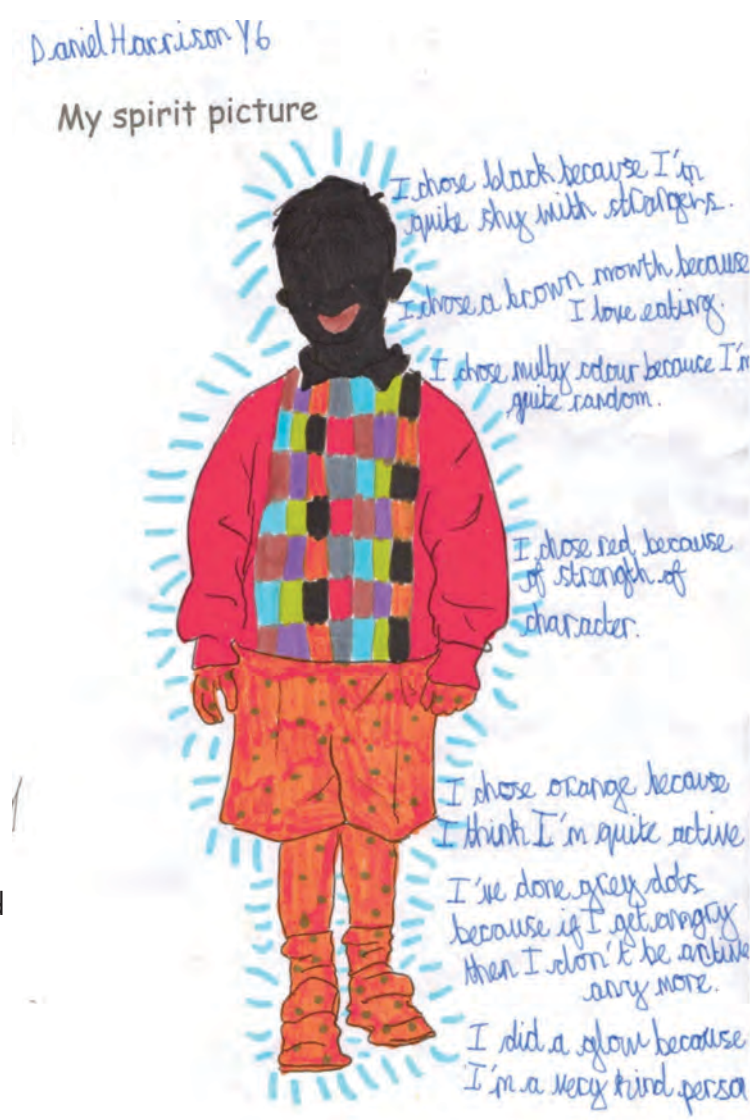
Bringing the school together. On the plans it is often good to have a whole school-unifying task. Here are four which we have used.

1. Every pupil makes a self-image, full of the colours they choose to represent their own spirit or self.
2. Every pupils symbolises their identity as a jigsaw made up of a number of pieces – four or five for the little ones, but more complex for the older ones.
3. Pupils work from a common art or poetry stimulus. This seems to gel everyone together as if all working towards a common goal.

It is lovely to mix up age groups but this is often a huge task logistically. Get the music coordinator on side and plan to learn a song in the weeks before to celebrate with on the day.

Finishing well: We think it is very important to finish these kinds of day with an act of collective worship to share work and experiences, and to make a central piece of display work. We always record the work and the experience with photos and video clips, and learn from mistakes! Pupils from Year 6 can be in charge of the recording of the week in a PowerPoint or other uses of photos.

Amanda Moxon



Example 2: Respect for All

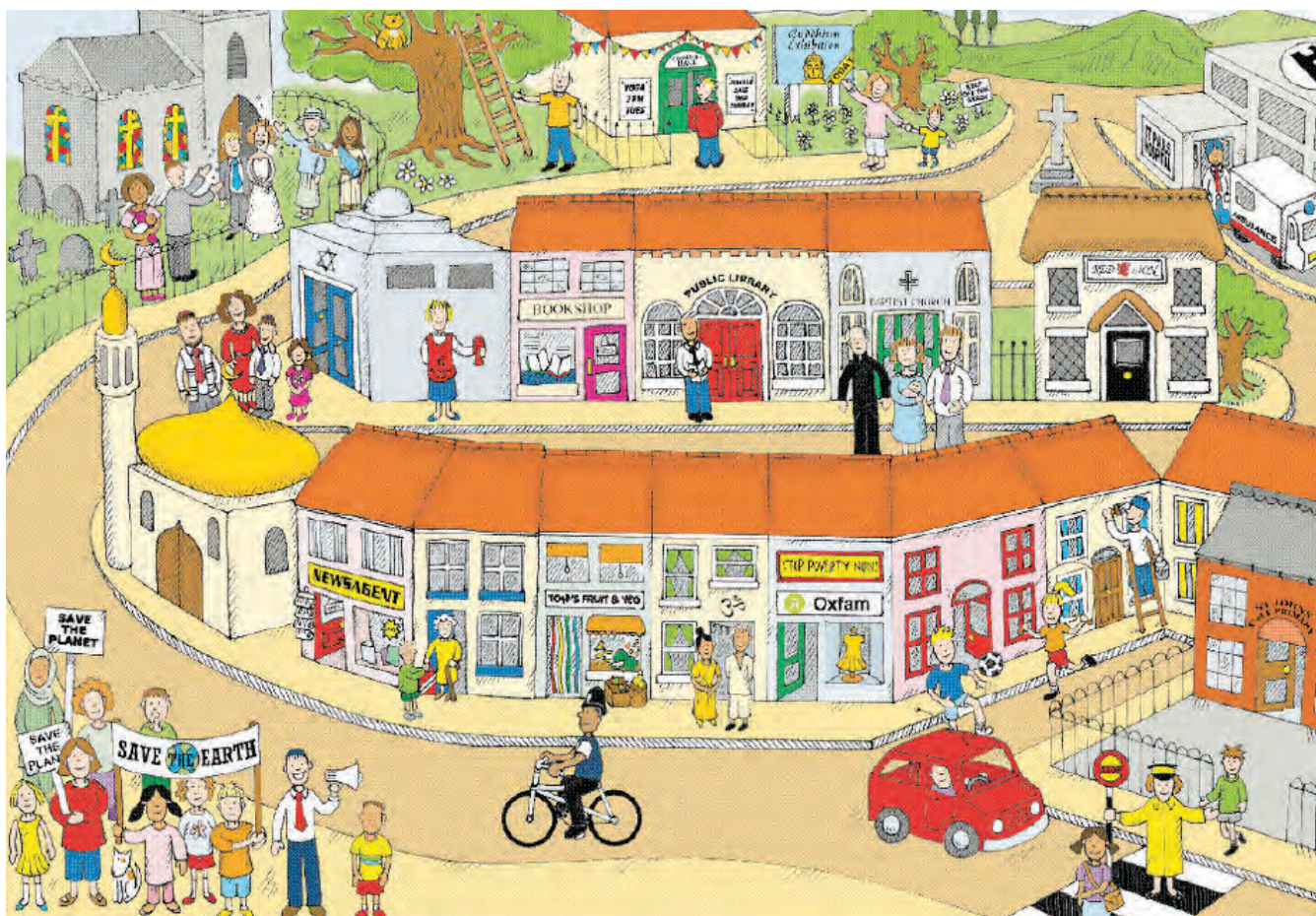
An RE week on respect for everyone at All Saints Primary School, Sandwell

All Saints School in Sandwell decided to have a special week of work on RE, with a focus on respect for everyone. They wanted to improve RE in the school, and give all staff a taste of excellence in the subject, so the head teacher Jackie Beech planned half a day of in service training on a teacher day, and set all the classes the challenge of thinking about respect in the local area in RE. Themes of community, faith and identity were addressed in a punchy week of activities in early September.

All age work and learning outside the classroom linked with design and thinking skills activities in a creative and dynamic mix. Pupils were involved

in collaborative work for a 'Respect through RE' week. Different age groups worked, with older children helping younger ones. Early in the week, pupils went out into the local community for a photographic walk. The brief was to find examples of the different concepts, and take photos from the local community to illustrate them. It made the children think and talk as they walked. Concepts for the week included:

- Kindness
- Conflict
- Community
- Faith
- Harmony
- Peace



Lots of pupils created 'identity images' for themselves: the teachers wanted to be sure that children had chances to develop their own sense of identity and belonging because that makes it so much easier to approach diversity with confidence. My own identity is an important theme in RE diversity work, whether or not children are part of a faith community. So through the week, foundation stage children created a photo boards of everyone in the class with details of the communities they each belonged to, 5-7s gathered ideas for class reflections and prayers giving thanks for diversity and expressing wishes and intentions to be good to people who are different. 7-11s made jigsaw images of themselves which highlighted all their different kinds of belonging, and worked with the question: what matters most to the All Saints Family? They were discovering common ground in what different religions say about how to be good, and explored faith stories from Christianity and other religions to get a sense of what religions teach about the value of a person. In Year 6, the older children worked on speeches to make about what they would do to make a more respectful Sandwell if they were 'Prime Minister for a Day.'

More respectful towns: organic growth

Towns grow – not just by growing bigger, but growing in an organic way within their own borders and streets. The RE week used the image of 'The Impossible Village' (from the RE today members website) to get pupils thinking and learning about urban and rural areas and about difference. The work links well to Geography skills and processes. Children were encouraged all week to develop their understanding of religion in the local area in the broadest possible way. During the week the children began to plan and develop ideas for creating a more respectful Sandwell, and they built streets of model craft work buildings to create their ideal community in the school hall. Parents were invited in to look at the model town they had made on Friday.

Assemblies as a forum for sharing ideas and values

The children began their class assembly for the week like this:

- Kyra: Good Morning and welcome to our first class assembly this year.
- Simran: Throughout this week, everyone at All Saints has been carrying out lots of different activities for our 'Respect for Everyone' week.
- Amirah: The focus of the week is to improve community cohesion. This is a very complex idea but this is it summed up in its simplest form.
- Leah: A common vision (holds up 'R')
- Zoe: Diversity is appreciated and valued (holds up 'E')
- Jaskaran: Everyone has the same life opportunities (holds up 'S')
- Hannah: Strong and positive relationships (holds up 'P')
- Courtney: Sense of belonging for all (holds up 'E')
- Jordan: Everyone working together (holds up 'C')
- Grace: Different people's circumstances are understood (holds up 'T')

Streets of respect

When the 'perfect Sandwell' streets were all put together at the end of the week, there were many good ideas from the children. They wanted a local branch of the children's charity 'Barnardo's' to make sure any children had somewhere to get help if they were not experiencing respect. They made religious buildings next door to each other: similar and different. One group included a synagogue, even though there are few Jewish people in the locality. They didn't want anyone left out. There were lots of ideas expressing the green vision of different charities, and ways to make



sure that hospitals and other places of care were built beautifully. The streets of the 'perfect Sandwell' came together slowly. Everyone was involved, and collaborative and co-operative learning, team planning and group work were an important part of the experience. Teachers were impressed to see all children taking pride in the work. Children were invited to not just learn something, but do something for the coming year that would make school a more respectful place.

After a big week, what next?

Head teacher Jackie Beech was keen that this should not be a one week wonder. She says: "We plan to revisit respectful RE though this year. We're having an art project about open minds and we are continually keeping the week alive through class worship and assemblies. The children have been so thoughtful and mature. Also, following this week we advertised a series of "jobs" to give children opportunities to respect the school and have a sense of responsibility. All children were invited to become an eco warrior, or a friendship buddy, a school gardener or class room helper. We had 92 applications for the first round of jobs and more are coming in now. The children have really had to think about what special qualities they have in order to be chosen for the roles- the completed application forms are great and are on display."



A PowerPoint sequence about this week of RE is available for download from the RE Today members' website. See inside back cover of RE Today for this term's password.

RE Today editorial group members loved this initiative:

Jane Brooke: "It is good to see pupils working and smiling together and growing alongside each other to think about an ideal community and create a street of respect for everyone."

Lizzie McWhirter: 'It's a good example of excellence and enjoyment in RE: when year sixes work with year twos and the whole school goes off timetable for a week, providing a sense of community in the activity as well as the outcome.'

Chris Boxley: "It is heartening to see Dr Barnardo, a great philanthropist from an earlier era, picked up by the pupils. Barnardo wanted an ideal community, and so do these children. The dream of an ideal community, aspiring to a perfect community, is always there in human imagination. The vision these children translate is multicultural and promotes social cohesion, which Barnardo might not have said himself, but would recognise."

Children's learning:

Some pupils responded to the learning:

Jasmine: "Respect is treating others how we wish to be treated. By doing this everyone will be treated in a fair way and then those people will show respect back to me."

Anup: "We show respect to people who help us, such as doctors, teachers and the lollypop lady. All of these people are doing something that makes our lives better so we show respect to them."

Lucy: "I show respect to the environment by recycling at home and at school. The environment is special and beautiful so by recycling I am showing respect to it and making sure it lasts."

Kim: "Respect is listening to my friends and other people when they are talking, this is so they know that I listen to their thoughts and they are valued."

Chloe: "When we began to think about respect more deeply, we began to realise that it is not just actions, it can be seen in the world around us through our key concepts like peace, harmony, kindness, conflict, faith and hope."



Example Three: A Creation Week

Wilby CE VA Primary School /
Whole School RE project

Aim of the project

The aim of the whole school RE project was to develop the children's spiritual awareness and to help them think about how their actions affect other people and the world in which we live in. During the week the teachers encouraged questioning; the children to ask each other questions as well as staff which aided deep learning. It also encouraged collaborative working between the children as well as foster the links we have with St Mary's Church.

Objectives

- To know the story of Creation from the Bible in detail
- To ask questions about the story to encourage deeper thinking
- To respond to a topic in a creative way (poems, role play, paintings)
- To know the effect that their behaviour has on the environment

The Creation

How the glistening water reflects
The heating orange sun,
How the magnificent blue sky
Turns to peach pink,
The sun begins to set,
A brown stone covers the sun.

The Northern Lights.

A green light gliding through
The midnight sky,
How the frost covers land,
The water reflects the green tinted sky
And a shadow of a rock.

The deer.

Surrounded by pink blooms,
Smothered with green grass,
How its brown coat with white spots
Never blends.

Humming bird.

Vengeful, as it looks so innocent
But only catches a small lunch.

Earth.

It is like a ball of blue paint
With green and white
Then God put it in the centre of
the Solar System.

Butterfly.

It is as its wings
A delicate little creature,
Wings smooth,
Blue, white and black,
Special in a way.

Fish.

They feed us and other creatures,
They are relaxing to look at,
All types of fish
Are beautiful.

Us.

We are all very special,
And lucky that we were created,
So let's be thankful.

By Gemma Thorpe



Two weeks ago, Wilby School did a variety of fun activities to do with the creation of God's wonderful world. They enjoyed it a lot and had a great time. All of the children participated in this creative RE week.

Firstly, we listened to an assembly by Mr Murphy, a helpful governor. He told us the story of creation from the Bible with the assistance of Mrs Groom, who made a grand PowerPoint to go with it. After that, we went into our classrooms and our teacher told us the creation story again.

Then, we were put into groups of eight and we had to make a storyboard of creation.

Each person was given a day to draw and the eighth person had to do a fantastic title. When we had finished drawing, we got to paint our pictures, when they were finished, they looked marvellous!

Next, we went up to the ICT suite with class three and Miss Gerrard had blackened the room. Then she lit a candle and we had to imagine what it was like when God first created light. When we came back downstairs, we had to choose which day we thought was the most important and write why.

The next day, we watched another PowerPoint about creation, created by our teacher, Mrs Griffiths. Then we had to write an outstanding poem. All the teachers were very impressed, and praised the children for putting lots of effort into their work. After lunch, we walked up to the church and looked at the trees, because each class had been asked to make a tree in one of the four seasons, spring, summer, autumn and winter. Our class had to do spring. We had clipboards with pieces of paper and pencils and we had to sketch a vast amount of trees.

On Wednesday, we made the class tree; we spent the morning making leaves. We had tissue paper and crayons and we had to rub the pattern of the leaf onto the paper. Some children were chosen



to go up to the ICT suite and write some amazing facts about animals. Some people also finished their colour charts which we started on Monday, we had to colour in lines from dark to light and then we wrote feelings that the colours gave us.

On Thursday, we watched another PowerPoint about creation but in the style of an artist called Kate Neal. Her paintings showed her impression of the earth being created. Next we had to oil pastels and chalks on the tables, and we had to draw a picture of one of the seven days it took God to make the world, but in the style of Kate Neal. After that, we had to draw the earth with oil pastels and write what we would put into it and take out, like take out sadness and put in happiness. We also finished our titanic class tree for a display in the hall.

On the last day, we had to make a huge class collage to represent the seven days. We were put into groups of three and each group had a day to do. We were not allowed to draw because we were doing the collage in abstract style. We had to stick lots of different bits of material onto a big piece of paper cut like a pizza slice. Then when they were all finished, we put them together to make a big circle like the earth. When all our work was finished and displayed, our parents came in to have a look round, tea and coffee was offered to them to. Lots of the parents thought all our work was breathtaking!

We said "The best day was Friday, because we made the great collage, which was really good fun!"
We interviewed some children and one said, "I had lots of fun and I liked it because it was a change!"
"I loved doing the Creation week because we don't normally do things like this and it's a chance to learn about God in a fun way!"
"I thought the Creation week was fun. I didn't really like RE but now I love it. I have taken an interest in it."

By Molly and Antony: "We hope you enjoyed reading about our creation week!"



A Creativity and Creation Week Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Assembly	Ask a governor to come in and tell the children the story of creation from Genesis and why they feel it is an important story.	Drama of Adam and Eve, made up and done by Y6 on Monday PM – key parts for snake, Adam, Eve, voice of God	Hindu Creation story told to all children, drawing out the similarities and differences. Giving Thanks – prayers and meditations written Tu PM	At the Church – children registered there. 2 singers from church come + sing 'All Things Bright...' + 'Wonderful World' + get the pupils singing too. Plan displays for Church	At the Church – children registered there. 2 singers from church come + sing 'All Things Bright...' + 'Wonderful World' + get the pupils singing too. Plan displays for Church

	Monday	Tuesday	Wednesday	Thursday	Friday
Mornings	<p>4-7s Models. Children to make lego models of what they would have seen during the creation. Recap with them what happened on each day. Each class has a list of graded questions for each year group to discuss creation as a class / as a group (e.g. what would they have expected to see on each day / which day do they think was the most important day / what do people think the story means / why do some people not believe this story). Order pictures of the day which have been given / make a storyboard drawing pictures / use pictures from www.coloring.ws/creation.htm</p> <p>Y4/5/6 make 'Seven Creation Tables' for Y1/2 to use later in the week. (Lat has a sheet for this)</p>	<p>4-7s: Music and RE. Make mime / actions / music to go with a song Look at some of the pictures / storyboards which they made yesterday. Ask them to question each other about what they think they would have been able to see / hear / taste / touch / smell on Day 7. Children to write a sense poems</p> <p>"I can see.... I can hear..."</p> <p>Y3 4 Rest: explore what happens when you rest. Learn about Shabbat</p> <p>Y5 6 do 'Temptation Sculptures' from the Adam and Eve stories and do work on temptation in their own lives, looking at lying, kindness, bullying, pleasing parents, trying hard etc. Links to literacy.</p>	<p>4-6s Animals we love best. Look at Day 6. Discuss the animals which may have been made. Children make animal masks. Role play what they could see / hear etc on the day they were created.</p> <p>7-11s The most amazing animal in the world... Explore wonderful things about creatures e.g. seahorses (men give birth), squid (they squirt ink), chameleons (they change colour). They make 2 creation collages, one for birds and fish, one for animals (Day 4, 5) Poems called "The most amazing things about this world are...." Literacy links – Formal Debate: what is the most amazing creature on earth?</p>	<p>4-7s: Forest School Activity: Out in the forest, the children create, in groups, seven tableaux of the days, 4 scenes from the Hindu Creation story, and a garden of Eden</p> <p>7-11s: Pastel Art for Day 6. Show the children the first 5 pictures painted by Kate Neal, one at a time. Discuss each picture using the key questions in the teacher book "Picturing Creation" What do you think the artist wanted to show?</p> <p>Ask children to speculate how Kate would paint day 6, and they create their image from the text in paint / pastels / colour. Mount an art gallery of results.</p>	<p>4-5s Creation Walk 5-7s 4 Seasons, & Days, The Lotus and the gods and goddesses: Children to make the class collages, getting ready to do the display in the last session. Also creation cookery – making people, animal and star shaped biscuits for this afternoon.</p> <p>7-9s Whole School Book, photos sets and video, writing, poetry and so on that collects everything from the week into books. Video box collects recordings of each class using tiny blue camera.</p> <p>9-11s: Arguments in RE. Dramatising a debate between Hindu, Christian and Atheists about whether God made the world or not – scripting, persuasive writing, literacy connections.</p>



	Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon	<p>4-7s: Focus on Day 1 Dark and Light. Recap what happened. Darken the room. Discuss what it is like etc. Light a candle. Discuss what impact it has, what it looks like, how it makes them feel. Children to complete a colour chart using paints ranging from one side which are light progressing to those on the other side which are dark. Look at the colours and discuss how these represent feelings.</p> <p>7-11s: P4C session – what would you like to ask about the story? Community of enquiry, mixed ages. Small group plan drama for Tu Assembly</p>	<p>Environmental ideas: Look at the models of creation that they made on Monday. Smash one up! (or one you have made) Ask them how they feel to have their creation spoiled. Now ask them to think about how God feels when he sees what we have done to his world. List an alphabet of ways the world gets spoiled. Children to use papers / magazines to make a collage to show good / bad things in the world.</p> <p>Suggested Book Gods Wonderful World by Nick Inkpen</p> <p>7-11s: Solutions. How can people 'save the world'? Greenpeace focus.</p>	<p>Y1 / 2 Visit Y5/ 6's 'Seven Creation Tables' and do the reflective activities. Day 3 Look at the life cycle of the tree. How do the trees/leaves change over the year. Everyone to go to the field and take photographs of the trees / leaves. Collect some and bring them back. Each class to make their own tree (Allocate a season to each class)</p> <p>Y3 / 4: learning about Hindu stories, gods and goddesses and the idea of creativity and destruction (Story of Brahma and Vishnu)</p>	<p>4-7s Class Collages The class to produce a collage about the whole creation story. Decide as a class what would be on the collage and then allocate different parts to each group. Children to plan.</p> <p>7-11s, chosen group work. PowerPoint / Prezzie / Drama-Dance / Chanting: Pupils choose creative groups to bring the week's work to a creative conclusion. Hindu and Christian shared in all media.</p>	<p>Exhibition – parents, family invited to view the children's work. Creation biscuits and drinks served After school, work moved to the Church for a shared service on Sunday – parents invited. Some Y5 children helped to make it into a gallery) Christian and Hindu visitors Press?</p>



KS 1 Exemplar investigation plan: What do Christians celebrate at Easter?

This unit of work contributes towards the purpose of RE in Leicester City:

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Theme

See page 37-9 of 2009 Agreed Syllabus for theme. Choose one that fits in with your long term plan over the key stage.



Celebrations:

how and why celebrations are important in religion

Key question

Either: choose a key question related to that theme (see page 21-24 of Agreed Syllabus update 2014)

Or: devise a key question on the theme.

Make sure that the key question is sufficiently open to allow enquiry.

Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.



What do Christians celebrate at Easter?

This unit focuses on the idea of stories with a meaning. This unit builds upon pupils' understanding of story and celebration from previous years by enquiring into some key aspects of the Easter story. The Easter narrative is used, both to explain sharing memories, beliefs and stories as a key aspect of celebration and to enable pupils to learn from religion in exploring the themes and teaching of the stories. The unit prepares pupils to apply the meaning in stories to their own lives. The unit links to literacy and music through, e.g., opportunities to take part in conscience alley and listen to music celebrating the Easter narrative.

Schools will build on the learning in the RE Think day by focussing on the Easter narrative and either a selection of Sikh stories or the story of Passover.

Where does this fit into our Key Stage planning?

Most celebrations are part of a cycle, from weekly assembly celebrations to annual birthdays or special days. This unit recurs each year, with a developing exploration of the celebrations of Easter and Christmas.

It may fit in with a broader study of celebration with links to literacy, art and design technology.

This unit is suitable to be used as an RE day or week focussing on Easter

Learning outcomes and assessment

Select learning outcomes for the key question (see column 3 and 4 of the planning grids in the Agreed Syllabus update 2014 p 33).

Develop simplified I can statements to share with the pupils during the learning.

These "I can" statements help you to integrate assessment for learning within the unit.

There is then no necessity for an end of unit assessment.

We are focusing on Easter, so have selected the following learning outcomes, applying them to the celebration of Easter specifically:

- identify a special time they celebrate and explain simply what celebration means;
- retell stories connected with Easter and say why these are important to Christians;
- ask questions and suggest answers about stories to do with Easter;
- identify some ways Christians celebrate Easter;
- suggest meanings for some symbols used in the Christian celebration of Easter;
- talk about features in stories about Easter that made people feel happy or sad and compare them with their own experiences;
- suggest a meaning in a story of Easter;
- make links between Easter celebrations and occasions they celebrate.

These learning outcomes are turned into levelled "I can..." statements in the teaching and learning activities below.

I can...

Level 1

- talk about a special time of celebration and say why it is worth celebrating
- name some people in the Easter stories
- recognise how they felt in the stories
- choose an object that helps tell part of the Easter story
- name some Easter artefacts
- talk about how one of the objects might help someone remember the Easter story
- talk about a happy celebration and a sad occasion.
- talk about the feelings that go with the stories.

Level 2

- retell a part of an Easter story
- identify some music that makes people happy, joyful, sad or sorrowful
- say three things that make Holy Week a special time for Christians
- suggest a meaning for two of the Easter artefacts
- suggest three things that matter most to a Christian when they are remembering Easter.
- suggest ways that Easter celebrations make Christians feel and talk
- about whether I sometimes feel like this
- respond sensitively to stories, characters and emotions.

Level 3

- describe how Christians use music at Easter
- describe what Christians believe about Jesus coming back from the dead
- describe what three symbols tell us about the story of Easter
- describe the link between a selection of Easter artefacts and the story of Easter
- *make connections between the story of the death of Jesus and Christian ideas and celebrations in Holy Week.*
- *make links between my experiences and feelings and those found in the stories of Holy Week and Easter.*
- *make links between my experiences and feelings and those found in the stories of Holy Week and Easter.*



Content

Select relevant content from column 5 of the planning grid to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.

- consider the importance and value of celebration and remembrance in children's own lives;
- learn about Easter in Christianity: the stories, symbols and meanings associated with them;

For example, from Easter,

- explore stories of Jesus in Holy Week; such as riding into Jerusalem on a donkey, turning over tables in Temple; Washing his friends' feet; being arrested; being deserted; crucifixion; Sunday morning
- explore feelings of Jesus and disciples, and
- explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.
- what the stories and events means for the children themselves and how the family prepares.

**Teaching and learning activities**

Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.

Remember this material would work well as a focussed RE Day or part of an RE week.



Key question: What do Christians celebrate at Easter?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

identify a special time they celebrate and explain simply what celebration means;

What do you celebrate and why?

Thinking about celebrations

- Ask pupils in pairs to share their 'big days'.
- What is their favourite day of the week?
- What is the best day they can remember?

Talk to pupils and work together to create a mind map of 'our favourite celebrations'. This may include birthdays, weddings, sporting achievements, cultural events and religious events.

What are the stories that get told at their big celebrations?

Where? How? Food? Music? Stories?

Develop the mind map further to include thoughts about

- where a celebration takes place
- decorations used
- food eaten
- special songs or dances
- special words
- people attending

Pupils write simply about their favourite celebration using the mind map to prompt their thoughts.

Alternatively pupils could be asked to work in a group to plan a birthday celebration for a class toy, persona doll or member of staff. What would they need to do to make the event memorable.

Discuss why celebrations are important, and establish that each celebration is held for a reason. Introduce Easter. What might Christians be celebrating at Easter?

L1

I can talk about a special time of celebration and say why it is worth celebrating

This unit could link to a wider block of learning on celebration or feasting or stories with meaning.



Key question: What do Christians celebrate at Easter?

Learning outcomes

Teaching should enable pupils to...

retell stories connected with Easter and say why these are important to Christians;
talk about features in stories about Easter that made people feel happy or sad and compare them with their own experiences;

ask questions and suggest answers about stories to do with Easter (Opportunities for children to ask and answer questions about Easter should occur throughout this unit and are not necessarily referred to in specific learning activities.)

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

What happened at Easter and how does it make people feel?

This section could be done in an RE day, or in short bursts over a week, following the story.

Engaging with the story

Tell the key parts of the story of Holy Week. The story can be told simply or interspersed with extracts from the miracle maker film or snippets from the BBC Learning Zone website:

- Procession into Jerusalem (Palm Sunday)
- Turning over the tables in the Temple
- Washing his friends' feet and the Last Supper
- Being betrayed by Judas, arrested and denied by Peter
- Crucifixion
- The empty tomb and Easter Sunday morning

As a response to the story you could

- organise children to produce art works depicting the sequence of events in the Holy Week and Easter narrative
- decorate some leaves for a tree with some key moments from the story
- write the story in 30 simple sentences and give each child one sentence to illustrate, then create a 30 page class book of the story in the children's pictures

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

L1

name some people in the Easter stories
 recognise how they felt in the stories
 talk about the feelings that go with the stories.

L2

retell a part of an Easter story
 identify some music that makes people happy, joyful, sad or sorrowful
 respond sensitively to stories, characters and emotions.

L3

describe how Christians use music at Easter
 describe what Christians believe about Jesus coming back from the dead
 make links between my experiences and feelings and those found in the stories of Holy Week and Easter.

Notes

The Miracle Maker (DVD) is an invaluable help to teaching about Jesus. This 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society:
 See: www.biblesociety.org.uk/miraclemaker

Clips of the story can be found at See: www.bbc.co.uk/learningzone/ clips

Palm Sunday -clip 290

Turning over the tables -clip 4584

Last Supper -clip 4444 or 676

Crucifixion- clip 677 or 7023

The story of Easter is available in many child friendly versions (see resources)

The story can be found in several places in the Bible e.g. Luke 19 v28- Luke 24 v12

Further ideas on teaching about Easter and copies of the mask and music referred to can be found in

Opening Up RE: Easter RE Today Services

Key question: What do Christians celebrate at Easter?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.

This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelling pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

Creating a timeline

Choose or create pictures of the parts of the story you have shared and ask the children to work together in groups place these in order on a time line. Add in extra pictures showing Jesus being born, choosing disciples, performing miracles and telling parables. This helps the children to understand the life of Jesus as a whole.

Creating a mystery play

After hearing the story children could use figures and props to re-tell part of the story on a small scale. Different groups could use different props and materials to create three or four key parts of the story, e.g.

- Playmobil figures showing Palm Sunday
- The Last Supper in Lego
- Playdough figures and scenery for the garden of Gethsemane
- Good Friday painted and the story retold
- The empty tomb created under a table

Each group could act as storytellers as the class perform their own mystery play which could be performed for a partner class or photographed to create a class retelling of the story.

A happy or sad story?

Tell the children that the stories of Holy Week and Easter are special or holy for Christian people because they are about turning sadness to happiness, or turning sorrow to joy.

Ask children to make a face which can be sad if turned one way up or happy if turned upside down. When pupils have made their face 'happy or sad' get them to talk by asking questions of wonder like these:

- I wonder - can anyone think of what makes us turn from sadness to happiness?
- I wonder- why it is hard to turn from sadness to happiness?
- I wonder - can anyone talk about how the Easter story turned the disciples' feelings upside down?



Key question: What do Christians celebrate at Easter?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Music for Holy Week and Easter

You will ideally need four pieces of music that express the story of Easter. Choose a mixture of contemporary music and classical pieces e.g. *Woah, He is Alive and Down to Earth* by Stephen Fischbacher, *Crucifixion* by John Stainer and *The Hallelujah Chorus* by G.F. Handel

Ask the children to:

- Think of the music that they like to hear when they are happy and when they are sad.
- Talk about any music that can make them happier when they are sad. Ask them to say why.

Play them these four items, one by one. While they listen ask the children to:

- Create four 'swirly patterns' on paper, to go with the music. The patterns should be made in colours and shapes that fit the mood of the music
- After each of the pieces of music ask the children to answer a series of questions related to the words and the music. These questions will need to be specific to music chosen.

Some general questions could include

- What parts of the Easter story is this song about?
- Which character from the Easter story might connect with this music?
- Which would be the best day in holy week for a Christian to listen to this music? Why?

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

Other possible music for use in this work is suggested in the spirited music section of the NATRE website. It is good to connect with learning in the music curriculum in this work, and to use both child friendly and more challenging music.

See: www.natre.org.uk.
Woah, He is Alive by Stephen Fischbacher, from the CD 'Something Fishy' 2000,
Down to Earth by Stephen Fischbacher, from the CD 'Down to Earth' 2009, See: www.fischy.com



Key question: What do Christians celebrate at Easter?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Identify some ways Christians celebrate Easter;

make links between Easter celebrations and occasions they celebrate;

ask questions and suggest answers about stories to do with Easter; (Opportunities for children to ask and answer questions about Easter should occur throughout this unit and are not necessarily referred to in specific learning activities.)

How do Christians celebrate Easter? Identifying symbols

Give the children a selection of objects to look at e.g. a palm leaf, a piece of bread and a glass of red wine, bowl of water and a small towel, a prickly branch woven into a circle, a hot crossed bun, an empty cross.

Talk with the children how in Holy Week Christians try to remember what happened to Jesus. Ask the children to think about each of the objects and say what it might help Christians to remember.

Remembering Easter

Introduce the four most common services that Christians might attend in Holy week; Palm Sunday, Maundy Thursday, Good Friday.

- Can the children suggest what Christians might do within this service?
- Which of the objects might they use?
- Which of the following words would best describe each of these services: serving, weeping, praising, rejoicing?

Ask the children to work in pairs to create an advert for one of the 4 services. Encourage them to consider the symbols they use and the colours they use in the poster.

Rejoicing and weeping

Ask the children to think about times when they have had a chance to rejoice at a special occasion. What did they do to make that occasion memorable and important?

Share with the children that unfortunately there also times when we come together to weep because something sad has happened. Can they think of a time like this in their life? What did they do to make that occasion memorable and important?

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

L1

Choose an object that helps tell part of the Easter story
Talk about a happy celebration and a sad occasion.

L2

Say three things that make Holy Week a special time for Christians
Suggest ways that Easter celebrations make Christians feel and talk about whether I sometimes feel like this

L3

Describe what three symbols tell us about the story of Easter
Make links between my experiences and feelings and those found in the stories of Holy Week and Easter.

A video showing a Good Friday and an Easter Sunday service can be found in the Infants section of the RE Quest website
See: www.request.org.uk

Notes



Key question: What do Christians celebrate at Easter?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.

This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

suggest meanings

for some symbols used in the Christian celebration of Easter;

suggest a meaning

in a story of Easter

ask questions and

suggest answers about stories to do with Easter.

(Opportunities for children to ask and answer questions about Easter should occur throughout this unit and are not necessarily referred to in specific learning activities.)

What really matters at Holy Week and Easter?

Remember Ten

- **Set up** a table or tray with ten items that are associated with Holy Week and Easter on it. My examples are: a hot crossed bun, a chocolate egg, a cuddly toy rabbit, a daffodil, a palm cross, a crucifix and an empty cross, an Easter card, a glass of wine (or a small bottle) and a toy plastic donkey. Variations on this are all possible.

Count and Learn

- **Play** 'Kim's game': ask the children to look at the tray, then cover it and ask them if they can remember all ten things on the tray.

What links...

- **Ask** one child to suggest two of the objects that belong together, and say why: "rabbit and donkey are both animals" / "these two are both crosses" / "bun and egg can both be eaten". Give several children the chance to do this, and accept all answers – none are wrong here!

- **Ask** children to identify which objects link to different times in Holy Week e.g. Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.

Take away one by one

- **Discuss** with the children whether you can have Easter without these things. Talk about the different answers. It's probably true that without the cross, there is no Easter, so is the cross the most important thing?

Three reminders

- **Invite** children to choose 3 of the objects that they think are the best reminders of the story.
- **Most important?**
- **Invite** them to say which of the objects might matter most to a Christian person, or might help them to remember Jesus' story.
- **Ask** pupils to use a paper template – a big circle divided into 3 is good – and make three drawings of the things that matter most at Easter. Give time to make this a beautiful piece of work. In small groups, children speak and listen about these pieces of work.

L1

Name some Easter artefacts
Talk about how one of the objects might help someone remember the Easter story

L2

Suggest a meaning for two of the Easter artefacts

Suggest three things that

matter most to a Christian when they are remembering Easter.

L3

Describe the link between a selection of Easter artefacts and the story of Easter

make connections between the story of the death of Jesus and Christian ideas and celebrations in Holy Week.



Resources

Websites

- The National Association of Teachers of RE (NATRE) hosts a web gallery of children's art work. Here children can look at works of art by other pupils, including images associated with festivals: www.natre.org.uk/spiritedarts
- Animated World Faiths, Programme 1, Life of Christ: www.channel4.com/programmes/stop-look-listen-animated-bible-stories
- RE:Quest is a very useful site for learning about Christianity: www.request.org.uk
- CLEO has a collection of excellent video resources for RE in all key stages: www.cleo.net.uk
- The Welsh Virtual Teacher Centre contains some good materials for teaching Easter to this age group: www.ngfl-cymru.org.uk
- REonline is a good gateway site: www.reonline.org.uk
- Rejesus provides a good range of images of Jesus and interesting points of view: <http://rejesus.co.uk>
- The National Society supports RE with some books and a website on 'Encountering Christianity': www.encounterchristianity.co.uk
- The BBC's Learning Zone Broadband Clips Library provides short clips on a wide variety of RE topics in 6 religions: www.bbc.co.uk/learningzone/clips

Books

- A range of different versions of the stories of holy Week, Easter and Pentecost
- Versions of the Easter story that are appropriate in terms of language level

- Recordings of simple Easter songs and music
- Pictures, posters and tapes.
- Bibles and story books depicting the Easter story
- The Lion Story Teller Bible, Bob Hartman, Lion ISBN 978-0-745949-80-2
- Faith Stories (Developing Primary RE Series), ed. Joyce Mackley, RE Today, ISBN 978-1-904024-23-1
- Exploring Celebrations (Exploring a Theme series), ed. Joyce Mackley, RE Today, ISBN 978-1-905893-09-6
- Opening Up RE: Easter, ed. Fiona Moss, RE Today

Artefacts

- Articles of Faith: www.articlesoffaith.co.uk
- Religion in Evidence: www.tts-group.co.uk
- Local Christian bookshops
- Vanpoules, a major supplier of vestments and church textiles: www.vanpoules.co.uk

Video, CD/DVD and Audio

- The Miracle Maker (DVD) is an invaluable help to teaching about Jesus. This 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society UK: www.biblesociety.org.uk/miraclemaker
- Faiths & Celebrations (CD), contains six talking reference books, Sherston Publishing: www.sherston.com
- Festivals 2 (DVD), Child's Eye Media Ltd: <http://shop.retoday.org.uk>
- Fischy music- music to use during this unit can be bought from www.fischy.org.uk



KS2 Exemplar investigation plan: What happens when we die?

This unit of work contributes towards the purpose of RE in Leicester City:

The core purpose of RE is to engage pupils in systematic enquiry into challenging questions raised by religion and worldviews, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Theme

See page 41-3 of 2009 Agreed Syllabus for theme. Choose one that fits in with your long term plan over the key stage.

The journey of life and death:

why some occasions are sacred to believers, and what people think about life after death;

Ensure that you have considered any pupils who have experienced a difficult or traumatic family event, or have experienced loss within their family. As well as the preparation letter, contact particular families and seek their advice if in any doubt



Key question

Either: choose a key question related to that theme (see page 42-48 of Agreed Syllabus update 2014)

Or: devise a key question on the theme.

Make sure that the key question is sufficiently open to allow enquiry.

Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas does it link to, if appropriate.

Why do some people believe in life after death and what difference does it make?

This unit is designed as an enquiry based unit which may be taught over a series of weeks or in a shorter, more concentrated period such as during an RE week. It is impossible to write a pure child led enquiry this way and so the unit assumes some questions your pupils might choose to investigate and suggests ways to investigate them. What you do in this unit will depend on the questions generated by the children in your class.

Examples of questions that children might come up with are in red, the adult presentation of that question to the whole class then appears in black.

Where does this fit into our Key Stage planning?

It may fit in with a broader study around Easter or with work around life cycles in Science. This work is most suited to children aged 9-11.



Learning outcomes and assessment

Select learning outcomes for the key question (see column 3 and 4 of the planning grids in the Agreed Syllabus update 2014 p 50-66).

Develop simplified I can statements to share with the pupils during the learning.

These "I can" statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment.

We are focussing on what happens when we die, so have selected the following learning outcomes:

- identify some mysterious and puzzling questions that religions help some people to find answers to;
- ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs;
- understand some beliefs, including their own beliefs about life after death
- reflect on and explaining ideas from at least two religions they have studied about living through good times and hard times
- explain why a believer may wish to mark the end of life with a particular religious ceremony;
- explain how different beliefs about what happens when we die may cause people to live their life in different ways;

These learning outcomes are turned into levelled "I can..." statements in the teaching and learning activities below.

Level 2

Identify a Christian belief about life and death

Identify a belief from a religion other than Christianity about what happens when we die

Suggest three questions about life and death that are interesting and hard to answer

Level 3

Describe the difference between a description of my physical appearance and describing what makes me the person I am?

Describe the Hindu belief in reincarnation

Describe the beliefs about judgement held by Christians

Make a link between a reading that might be used at a funeral and a Christian belief about life after death

Recognise and describe two similarities or differences between the views of someone with non religious views about death to those of either a Hindu or a Christian

Recognise and describe one similarity and one difference between two beliefs systems ideas about death

Ask some questions of my own about life after death and suggest two different answers to the questions

Ask some questions and give some answers about what one of the religions I have studied says about life and death

Level 4

Describe the impact that the belief that we have a soul might have on the way someone might live their life

Show understanding of the Hindu belief in Reincarnation and how being reincarnated can be seen as curse rather than a blessing.

Show understanding of the Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation

Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death

Describe the impact that believing that nothing happens when we die might have on the life of someone who holds these views

Use the right words to describe what two religions say about life and death

Create a statement of my own beliefs about life and death, referring to ideas from two religions or beliefs I have studied



Level 5

Explain the impact for a Hindu, of a belief in reincarnation, in a series of areas of their life.

Explain the impact for a Christian, of a belief in Judgement, in a series of areas of their life.

know that similarities and differences in funeral ceremonies illustrate differences and similarities in belief and suggest reasons for this

Explain how similarities and differences in ideas about what happens when we die illustrate differences and similarities of belief suggest reasons for this

Express my views about what some religions and belief systems say happens when we die, relating the ideas to my own life.

**Content**

Select relevant content from column 5 of the planning grid to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes

- learn some key concepts about religious ideas of in death such as judgement, heaven, reincarnation, karma and soul. Learn that some people believe death is the end of life, and there is no afterlife.
- think about two different religious views and one non religious view of what happens after death e.g., Christian, Hindu, Humanist;
- look at examples of the 'art of heaven' in which religious believers imagine the afterlife, and respond with art work of their own
- consider similarities and differences ceremonies that mark the end of life on earth and how these express different beliefs;
- discuss the difficulties and uncertainties that can arise when considering 'ultimate' questions about good times and hard times.
- examine secular and sacred stories that help to explain different ideas and emotions around joy and celebration and / or death and bereavement.
- reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.

Extra content: You may want to look at Muslim or Sikh views of death if these are religions you are studying

**Teaching and learning activities**

Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.



Key question: Why do some people believe in life after death and what difference does it make?

Learning outcomes

Teaching should enable pupils to...

identify some ways in which some mysterious and puzzling questions that religions help some people to find answers to

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Ask Questions: Set up an enquiry

Ask the pupils to cast their mind back to when they were younger and asked all sorts of questions that are difficult to answer e.g. 'Where does the sea end? Can they remember some they used to ask? Explain that these questions are answerable but sometimes the explanations are very complicated

Talk to the pupils about life's big questions or 'Ultimate Questions'. You may want to think about questions such as 'Is there a God?' or 'How did the world come to be?' Use this discussion to introduce the unit question, '**Why do some people believe in life after death and what difference does it make?**'

Sharing a story to generate questions

- Read a story such as 'Heaven' by Nicholas Allan. Use this as a stimulus to generate the kind of questions and answers that can surround death and dying.
 - Draw on the board a stick person with a speech bubble containing a question mark coming out of their mouth. Share with the children that the person is sad because their dog has died. Ask the children to write any questions that this person might have about death.
 - Collect the pupils questions. Analyse the questions and group the questions
 - As a class identify a few key questions that you want to find some answers to in the unit. Remind them that there may be lots of different answers. Express why the questions have been chosen.
 - Ask the pupils to share any answers they might have to the questions chosen.
 - Give pupils space and time to reflect and respond to the question, sharing personal stories, experiences, fears and questions.
- Explain to the pupils that they have received a letter from the character in the book, Lil, asking what will happen when she dies? The learning that they do and their own questions that they answer will enable them to write a class response to her question at the end of the unit of work.
- The questions that follow are sample questions that children may develop. Use the questions and material appropriate to your children. You do not need to use all of this material.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

L2

Suggest three questions about life and death that are interesting and hard to answer

L3

Ask some questions of my own about life after death and suggest two different answers to the questions

Notes

Before starting study in this unit a letter informing parents of the topic should be sent home. As this is an enquiry based unit pupils will create their own questions, adapting the key question so they can enquire what most interests and challenges them.

Ultimate questions

Is there a God?

If there is how can we communicate with God?

How did the world begin?

How should we live our lives?

What happens when die?

Heaven - Nicholas Allan

Red Fox books

978-0099488149



<p>Key question: Why do some people believe in life after death and what difference does it make?</p> <p>Learning outcomes Teaching should enable pupils to...</p>	<p>Teaching and Learning Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>Levelled pupil outcomes: so that pupils can say "I can..." to one or more of the statements below.</p>	<p>Notes</p>
<p>ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs; explain how different beliefs about what happens when we die may cause people to live their life in different ways;</p>	<p>Investigate Select from and use a variety of skills to work with relevant material, to address the enquiry question The following activities will be selected from depending on the questions the class have chosen to investigate? What do some people think carries on after we have died? What is our soul? Exploring the soul</p> <ul style="list-style-type: none"> • Ask pupils to fold a piece of A4 paper in half, landscape. Ask them to then draw a portrait of themselves on one side and write their characteristics and personality traits down the other side. Ensure that pupils suggest characteristics and not physical descriptions. • Give pupils the opportunity to represent visually the soul or spirit. Use your own portrait and description to illustrate the concept of spirit or soul by showing that at the point of death, everyone believes the body is finished with. Show this by tearing down the middle and throwing it away. Retain the characteristics/personality and explain that this represents what is known as a person's spirit or soul. Religions try to answer the question what happens to the soul or spirit when we die <p>Reflecting and responding</p> <ul style="list-style-type: none"> • Allow pupils time to discuss this idea of the soul. What do they think it looks like? What happens to it when we die? Where does it come from? Do animals have souls? Does the spirit or soul have anything to do with God? <p>Give pupils space, time and resources to capture their ideas about the spirit or soul in words, pictures or other appropriate form. If part of a person lives on does that affect how you live your life now?</p>	<p>L3 Describe the difference between a description of my physical appearance and describing what makes me the person I am?</p> <p>L4 Describe the impact that the belief that we have a soul might have on the way someone might live their life</p>	<p>All the answers to this question depend on an understanding of the spirit or soul. It can be quite a dramatic moment when the 'body' side is separated from the 'spirit'. Only use your portrait, never one of the pupils'.</p>



Key question: Why do some people believe in life after death and what difference does it make?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs; **explain** how different beliefs about what happens when we die may cause people to live their life in different ways;

Investigate

Do some people believe that you come back to life as a different thing? What is reincarnation? Sharing ideas of reincarnation and karma

- Use the image of a ladder. Ask pupils to imagine this ladder represents life, with the best people at the top and the lowest animals at the bottom. Ask pupils to discuss this and then draw their own. Who might be at the top and who at the bottom? Where would they place themselves? Use this image to introduce and explain the belief of reincarnation. Ensure pupils understand the purpose for believers is to get to the top of, then off, the ladder completely, to become one with God.
- Move on to use the image to introduce and explain the concept of 'Karma'. Once understood, challenge the pupils to consider what qualities can be found in humans at different points of the ladder. What qualities and habits would move people up and down? Ask them to annotate their ladder with these.

Sharing their ideas

Pupils can then respond through writing/drawing. Who, would believers say, decides who is at the top/bottom and which habit or behaviour is important? Will people behave differently in life if they believe in reincarnation? Why?

L3

Describe the Hindu belief in reincarnation

L4

Show understanding of the Hindu belief in Reincarnation and how being reincarnated can be seen as curse rather than a blessing.

L5

Explain the impact for a Hindu, of a belief in reincarnation, in a series of areas of their life.

More detail on this lesson can be found in Exploring the journey of life and Death Ed. Joyce Mackley RE Today services
It is easy for pupils to become attracted to the idea of reincarnation without understanding the belief that the cycle of life is there to be broken by living a good life and one's soul going to Heaven. Ensure pupils make a link between a belief in reincarnation and living a life of good 'Karma.'

The Hindu philosophy says that the body is just the outer garment of the individual. The real self does not die but goes on and assumes another body. Death is when the soul leaves the body.



Key question: Why do some people believe in life after death and what difference does it make?

Learning outcomes
Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.
This material need not be taught as a whole unit but can be linked to work in other subject areas.

Notes

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs;
explain how different beliefs about what happens when we die may cause people to live their life in different ways;

Investigate
Do you get to heaven if you do things wrong?

Judgement
Use the image of a set of weighing scales to introduce and explain the concept of 'judgement', with good deeds weighed on one side and 'bad' deeds on the other. Discuss with pupils what the word 'judgement' means.

Scoring your life

- Once understood, challenge pupils to consider what 'pass mark' they would set for entry into a happy afterlife. What qualities and habits would be found in people who 'passed'? Ask pupils to imagine that they are in charge for the day of who gets into Heaven. Pupils need to be able justify why they have set the pass mark where they have. They can then complete the sentence 'If the roof fell in now, I would score _ out of ten'. Ask pupils to discuss who or what type of people they think score highly and who would receive a low score. What do you think your score is now and what do you do to increase or decrease your score? After this discussion ask pupils to annotate a set of scales with their ideas about these questions in writing or drawing.
- Use this image to introduce and explain the belief of one life and judgement. Share with pupils that Jews, Christians and Muslims believe this. God judges us according to the decisions we have made within our life. Each of the religions believes something different about how God will judge us. All these religions teach that if we have made positive decisions something positive will happen - we will go to Paradise or Heaven. Each of these religions also teaches that if we have made bad decisions then we will suffer consequences.
- How might one get a higher or lower score? What happens to those who do not make it? Explain that this is another ultimate question that many believers have to consider.
- Ask pupils to respond through writing/drawing thoughts or completing sentence starters.
 - Judgement means...
 - Different religions say....
 - The similarities and differences between these ideas are...
 - If I made the rules as to who can go into heaven, I would make sure..... because....
 - My score is because....
 - Looking at this today has made me think.....
- Divide pupils into groups to find out about beliefs about judgement in Christianity and Judaism or Islam. Encourage information to other groups.

L3
Describe the beliefs about judgement held by Christians

L4
Show understanding of the Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation

L5
Explain the impact for a Christian, of a belief in Judgement, in a series of areas of their life.

More detail on this lesson can be found in Exploring the journey of life and Death Ed. Joyce Mackley RE Today services
The concept of 'judgement' demands acknowledging that some lives would be judged as unsatisfactory. All religions that believe in judgement accept that only God can judge a life's work and that there is guidance as to how to live a good life.
Different Christians have different beliefs about what happens when we die. Some will say that as long as we believe in Jesus as the Son of God we will go to heaven and come face to face with God. People who believe this try to follow Jesus' teachings. Others believe that we will be judged on the way we have lived our lives. Some Christians believe there will be a time of judgement before people go to Heaven.



Key question: Why do some people believe in life after death and what difference does it make?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs; **explain** why a believer may wish to mark the end of life with a particular religious ceremony;

Investigate

What do Christians think happens when we die? How do they mark a death?

Ask the children to work in groups to collect what they already know from the lesson on Judgement about what Christians believe. Read the poem 'Heaven' by Steve Turner. This poem is written in a contemporary style and from a Christian perspective. In groups answer a selection of questions from the poem e.g.

- The poet is a Christian. How can you tell?
- Which verse in the poem do you think is most important for Christians? Why?
- What puzzling questions does the poem make you think about?
- What answer do you think a Christian would give to the questions in the last two lines?

Ceremonies when people have died?

- Look together at an order of service for a Christian funeral, looking at what it says about a believer's hope in death.
- What bible passages do people read? What do they say about beliefs about death?
- Use the idea of the eulogy to promote discussion about memories and sadness of bereaved friends and family. Explain it is an honest story of the person's life. If it is appropriate choose someone well known who has died e.g. a children's author or sports person and ask groups to write a Eulogy. Will what they write only be about what they were famous for?

L2

Identify a Christian belief about life and death

L3

Make a link between a reading that might be used at a funeral and a Christian belief about life after death

L4

Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death

Heaven by Steve Turner can be found in Steve Turner poems selected by Rebecca Winter (Lion Publishing, ISBN 0 7 59 4802 2) It can also be found on Poemhunter www.poemhunter.com Information on Christian death beliefs <http://www.request.org.uk/main/basics/basics.htm>



Key question: Why do some people believe in life after death and what difference does it make?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs;

explain why a believer may wish to mark the end of life with a particular religious ceremony;

explain how different beliefs about what happens when we die may cause people to live their life in different ways;

Investigate

Do some people think nothing happens when you die? What do people who don't believe in God think happens when we die?

Different ideas of death

- Draw a time line for a person, ending at the point of death. Fork this line in 3 ways to demonstrate the different answers to 'What happens when we die?' - judgement, re-incarnation and then the response, 'nothing'.
- Extend understanding of this by making it clear that this response often leads to a desire to live life to the full. Can pupils think why?
- How is the belief that nothing happens different to the other two beliefs studied?

How do we live life to the full?

- Reflect and ask pupils to respond to what 'live life to the full' might mean. You could introduce the idea of the books such as '100 things to do before you die' and '100 places to see before you die'.
- Explain that at a funeral of a non-believer, the life is celebrated for what was achieved and what was given to others. The focus is on the life lived, not on a life to come. Share some readings that could be chosen for a non religious funeral service.
- Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives.

L3

Recognise and describe two similarities or differences between the views of someone with non religious views about death to those of either a Hindu or a Christian

L4

Describe the impact that believing that nothing happens when we die might have on the life of someone who holds these views

L5

know that similarities and differences in funeral ceremonies illustrate differences and similarities in belief and suggest reasons for this

Pupils might be tempted to think 'living life to the full' means living pleasure filled, selfish lives. Humanists believe a full life is one that contributes to the lives of others as well, so relationships and caring for others are seen as part of being 'fully human'.
The British humanist association provides information about funerals on its website www.humanism.org.uk
It also publishes *Funerals without God* by J Wynne Willson



Key question: Why do some people believe in life after death and what difference does it make?

Learning outcomes

Teaching should enable pupils to...

Teaching and Learning

Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.
This material need not be taught as a whole unit but can be linked to work in other subject areas.

Levelled pupil outcomes:

so that pupils can say "I can..." to one or more of the statements below.

Notes

ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non religious beliefs;
explain their own beliefs about life after death reflecting on ideas from at least two religions they have studied.

Evaluate and Express

Weigh up arguments and assess conclusions, and, articulate findings and their implications

Impersonal evaluation

- Give the pupils a series of statements about what Christians, Hindus and those who hold non religious beliefs believe about death. When you first give the quotes to the children don't tell them who holds this belief. Ask the children to sort the cards into three piles depending on the belief that they think they represent.
 - Explain to the pupils who hold the views. Is this surprising or did their learning help them to get these answers right?
 - Give each pair of children a Venn diagram and ask them to use just two sets of cards. Label one circle, e.g., Christian only and the other Hindu only. Where the two overlap place shared beliefs. Ask the children to sort the cards.
 - Meet up with another pair to share ideas, justify conclusions and make any amendments
- Explain to the children that they now need to write back to Lil and explain the different answers to the questions. Ensure that in their response they will need to explain how holding certain beliefs makes people behave in their lives. You will need to differentiate this activity with sentence starters and writing frames.

Personal evaluation

Read the poem Heaven by Peter Blowfield (aged 10) available free from the NATRE website. Read and discuss the poem in small groups. Set the pupils some questions to consider e.g.

- What is the poet certain/uncertain about?
- Why do you think the poet has so many questions but no answers?
- What do you think this poet might believe about what happens when we die?
- Ask the children to go back to the questions they answered at the beginning of the unit. Have their views changed?

Personal expression

Set the pupils the task of writing their own poem about life and death, perhaps with a repeating phrase such as Heaven, Heaven what does it mean? Can they express their own ideas in their poem? When the poem is written ask the children to write an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied.

L3

Recognise and describe one similarity and one difference between two beliefs systems ideas about death
Ask some questions and give some answers about what one of the religions I have studied says about life and death

L4

Use the right words to describe what two religions say about life and death

Create a statement of my own beliefs about life and death, referring to ideas from two religions or beliefs I have studied

L5

Explain how similarities and differences in ideas about what happens when we die illustrate differences and similarities of belief suggest reasons for this

Express my views about what some religions and belief systems say happens when we die, relating the ideas to my own life.

A ready made set of cards for this activity can be found on p27/28 of Exploring the journey of life and Death Ed. Joyce Mackley RE Today services Alternatively you could make up your own set of cards by searching on question 3 on the Children Talking website <http://www.natre.org.uk/db/> Heaven by Peter Blowfield can be downloaded free by going to <http://www.natre.org.uk/spiritedarts/poetry.php> The poem can be accessed by downloading the 2006 winners



Resources

Teachers might use:

Books:

- It is likely that some source material will be available in school libraries and RE resource material. It is worth looking for the most appropriate level of text.
- Certain books deal with the issue of death in a child appropriate way. Pick the one that seems to best open the dialogue with your pupils. 'Heaven' by Nicholas Allan (Red Fox, 2006) is an excellent text. Other teachers have found success with 'Badger's Parting Gifts' by Susan Varley (Picture Lions & Magi – various editions) and 'The Sad Book' by Michael Rosen (Walker Books, 2004)
- Many books which compare death rites in different religions and societies are also available. For example 'End of life Rituals' C Chambers (Cherrytree Books, 2007)
- 'I was only asking: poems about big questions' by Steve Turner (Lion, 2004)

Web:

- A search engine would be able to identify many websites, drawing from all religious traditions and none, that would allow pupils to research particular rituals, customs and arrangements.
- Information on Hindu beliefs about death <http://hinduism.iskcon.com/practice/600.htm>
- Information on Christian death beliefs <http://www.request.org.uk/main/basics/basics.htm>

Visual and other resources

- Most RE focussed Schools Programmes cover the topic of 'Dying' through the festival of Easter. These could be used wherever appropriate. 'The Miracle-maker' DVD (Hodder & Stoughton, 1999) includes the Easter story.
- BBC Whiteboard Active 'Rites of Passage' video clips, photos, audio, stories and interactive activities around the journey of life, including a section on the end of life.
- Samples of support networks for bereaved children –Winston's Wish family line 0845 2030 405 www.winstonswish.org.uk, The Child Bereavement Trust 01494 440057 www.childbereavement.org.uk, Child Death Helpline 0800 282986

