The Local Agreed Syllabus for Religious Education in Kirklees and Calderdale 2014-2019

Authorised for use by Calderdale and Kirklees SACREs and by the Diocese of Wakefield
Some Fore Words

Rather than a single foreword we invited some of those involved with RE from both Calderdale and Kirklees to contribute a few words. They would like to say............

As a parent, I appreciate the role of RE in helping our children learn about beliefs and values. As an atheist and a Humanist, I am keen to ensure that those young people that do not identify with a particular faith understand the importance of beliefs and values in our society. As human beings, whether of faith or not, we share principles on how we should all interact and respect each other. We have developed a syllabus and materials that support good teaching practice and reflects the changing and diverse demography of our community and nation. The innovative approach and clear inclusion of non-religious world views make it well suited to serve the schools and children of Calderdale and Kirklees for the next five years.

Dermot Bolton
Humanist Representative, Calderdale SACRE

We welcome this updated syllabus for RE, and are pleased that it has been agreed for use across both Kirklees and Calderdale. In embracing the wide and diverse backgrounds and cultures of children and young people living in our area, it will assist in the development of understanding what we share as well as well as celebrating our individuality and what we can all contribute. The focus on enquiry, which stresses the importance of discussing and understanding other perspectives and approaches to life is vital in creating the vibrant, harmonious society we wish to see.

Councillors Cath Harris and Peter O’Neill
Portfolio holders, Kirklees Council

The new syllabus takes an enquiry-led approach which not only explores what different faiths and world-views teach and do, but also engages pupils in discovering and exploring what they themselves believe, especially about some of the key questions of our time. In so doing, it provides a vehicle for good teachers to deliver Religious Education that fulfils our hopes of nurturing mature, thoughtful and respectful individuals who can relate positively even to people who hold very different viewpoints from their own. It also gives the flexibility to be delivered creatively by professionals who can tailor their teaching appropriately to the individuals before them. The syllabus therefore has the potential to fulfil exactly what we would all hope for our children – that they would be people who would become open, inquisitive and positive both about their own beliefs and about engagement with others who may or may not share their views.

The Rev John Hellewell, Chair of Calderdale SACRE
Whether we are believers or not, religion still plays a major role in society. Turn on the TV, check your Facebook or Twitter accounts and you will see that at least one (if not more) article or tweet you come across today will involve religion, beliefs and values in some way. If you think about this wider context you will see just how pertinent our duty to teach RE is.

RE informs. It educates. It opens minds. It broadens thinking. Most importantly, it explores the connections between us, what makes us human. It teaches us empathy and social responsibility. It teaches us to be proud of whom we are and to recognise and respect who others are.

RE is central to creating critical thinkers, individuals who are informed and educated about the issues that face them today, but are also ready for the world of tomorrow where they will lead their lives.

Fatima Mamaniyat, RE teacher and member of Kirklees SACRE

I am pleased to provide support for the new RE syllabus for Kirklees and Calderdale. I believe that RE is as relevant to the present and future needs of society and of every pupil in our schools. I recognise that its success will ultimately depend on the goodwill and commitment of the teaching staff in our schools. However I am confident that teachers and support staff will respond positively to challenges the new agreed syllabus presents.

The Rt Rev Tony Robinson
Bishop of Pontefract and Chair of Kirklees Faiths Forum

I welcome this new syllabus which we have developed jointly with our neighbours in Kirklees. RE is a very important part of our pupils’ education. It helps them to understand the world we share and to develop their own principles and beliefs. This new syllabus offers many opportunities for pupils to investigate and enquire into critical questions and issues. It will support schools and teachers in designing an engaging and challenging curriculum that supports pupils’ personal development and education.

Councillor Megan Swift
Portfolio holder, Calderdale Council

I am delighted with this Syllabus which has been developed after wide consultation with teachers in all sectors. In Kirklees we have always worked towards providing quality RE and through this syllabus we can continue to help children to develop a thoughtful understanding of our society and the world beyond.

Carol Waters, Chair of Kirklees SACRE
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Subscribers in Calderdale and Kirklees schools and academies have access to an extensive folder of resources. For details about how to subscribe to these please contact Enquiries.learningservices@kirklees.gov.uk.

Resources include:
- Over 50 detailed units of work from EYFS to KS4, many with accompanying resources. A list is provided on page 69.
- Guidance on leadership and management of RE
- Background information on world faiths
- Protocols for visits
- Links to key documents from Ofsted, the RE Council and others
- An anthology of stories and texts from world faiths
- Links to useful websites and other sources of support
Introduction

This syllabus for religious education is the statutory curriculum for maintained schools in Calderdale and Kirklees. It is also the agreed syllabus for all Church of England schools and academies within the two local authority areas. It is authorised by the Standing Advisory Councils (SACREs) in Calderdale and Kirklees for five years from 1st September 2014. Other academies and free schools must teach RE according to the requirements of their trust deed or funding agreement. Although SACREs and local authorities do not have any responsibility or authority for their curriculum, we welcome use of these resources by all local schools, most of whom continue to use the locally agreed syllabus and the support for RE provided with it.

The syllabus is supported by an extensive range of units of work for use by teachers. These have been written by teachers from within Kirklees and Calderdale and by RE Today Services. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities.

The syllabus extensively uses and reflects the Curriculum Framework for RE in England published by the RE Council in 2013. It adapts this non-statutory guidance to respond to local needs and experience, gained through wide formal and informal consultation with schools over two years. From this consultation a number of priorities emerged:

- The syllabus should use rigorous study of religious and other world views to focus around investigations of key questions. It should be based on enquiry.

- The questions for enquiry should be contemporary, relevant and engaging. RE is not simply an academic pursuit. At its best rigorous study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage with profound issues and contemporary questions that face our communities now and in the future.

- It is critical that RE responds to topical concerns or current issues, arising in school or from a national or global context. The curriculum should be flexible enough to allow the inclusion of such response.

- RE teaching has depth and substance when it offers the opportunity to engage with people and places of faith within or outside school.

- To enable effective progression the syllabus requires schools to teach RE through a developing understanding of world faiths, reflecting the local demography. Lessons may include reference to all faiths at any stage. However, a school’s curriculum should include systematic teaching of Christianity, Islam and a non-religious
approach throughout all key stages, extending to Judaism and Sikhism in KS2 and to Hinduism and Buddhism at KS3.

- Teaching should explicitly include study of both religious and other world views at every key stage. Diversity within these faiths and world views should also be recognised.

- There is a legal requirement on schools to provide a full entitlement to religious education in key stage 4. To help schools provide a syllabus for students who do not take GCSE, the syllabus provides an alternative pathway for students not entered for, or following the syllabus of, an accredited qualification.

- Although the two former attainment targets (AT1 Learning about religion and AT2 Learning from religion) have been discontinued in non-statutory guidance, it remains important for RE to encourage both the development of knowledge and the ability to reflect. The enquiry model adopted by the syllabus builds in study of beliefs and personal reflection.

- To enable pupils to develop increasing understanding of wide areas of RE subject knowledge, and also to nurture religious literacy, the syllabus adapts the three-fold structure of the curriculum framework to form three broad aims, through which pupils gain and deploy skills. RE should ensure that all pupils:
  - Develop knowledge and understanding of religions and world views
  - Express ideas and insights about questions of belief and meaning
  - Investigate and respond to important questions for individuals and the wider community

The syllabus requires schools to teach about Christianity and another five world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism. However, there is enormous diversity within these traditions and this should be recognised in curriculum planning. The syllabus also encourages schools to study faiths and traditions not included in the six world religions defined in guidance. Schools have discretion in this and should reflect the community and context within which they work.

In addition, schools are required to include other world views throughout the study of RE. This recognises that one of RE’s most important contributions to education is enabling all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

Other world views is taken to mean beliefs, arguments or philosophies that approach questions of meaning without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied. We have provided exemplar material within units of work.
A brief guide to the RE syllabus in six steps

1. Include the three aims of RE across your curriculum

The RE curriculum should include a balance of these three aims:

A. Knowledge and understanding of a range of religions and other world views;
B. Expression of ideas and insights around questions of beliefs and meaning;
C. Investigation and response to important questions for individuals and the wider community.

The Statutory curriculum is outlined for each key stage from page 16.
Examples of subject content can be found from page 27.

2. Use the exemplar units - or devise your own curriculum

Exemplar units of work have been provided to fulfil the aims of the syllabus. Many of them are supported by resources and ideas. These are available to subscribers on line. You can use these as they are but you do not have to do so. You can adapt them, change them or write your own.

A school is free to create its own curriculum but this must be based on the three aims of the syllabus and the other statutory requirements.

Whether you use the units of work or make up your own, it is good practice to:

- Play to your own strengths. Use the expertise, specialism and talents in and around school, including the local community. The syllabus is there as a guide and check, but not as a prison of words.

- Use imagination and creativity. An RE curriculum and individual lessons should can be flexible and responsive. There is no one formula or planning technique. What pupils learn matters more than how they do so.

- Take some risks. Use RE to grapple with difficult and sensitive subjects in a ‘safe’ and positive environment.

- Give time to reflect. Discussion and reflection are essential elements in RE. This may include vigorous debate and investigation!

A list of exemplar units of work is on page 69. The units themselves are available through on line subscription.
3. **Focus on core religions but recognise diversity**

- Schools are encouraged to focus RE through core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2 and then Buddhism and Hinduism at KS3.

- In addition, **other (non-religious) world views** must be included throughout each key stage.

- Schools can still study aspects of other faiths and world views and you know how best to respond to local needs and circumstances.

- RE should recognise and reflect the **huge variety within different religions** and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.

*Further detail is on page 25.*

4. **Use lessons, blocks or cross-curricular but allow sufficient time**

All schools must include RE on the curriculum.

- It may be taught in a **regular timetabled slot**, through **blocks of time**, as part of a **cross-curricular topic**, or in **any combination** of these.

- Whichever pattern is chosen, the RE content should be **clear, rigorous and identifiable**.

- This means that there must be **sufficient time** to teach the syllabus comprehensively and with integrity, **likely to be the equivalent of an hour a week**.

*GCSE courses will normally require more than an hour a week. Church schools may be given particular requirements by the diocese. Other academies must teach RE according to the requirements of their trust deed or funding agreement, which will in practice mean following either this syllabus or an alternative one.*

*Further detail is on page 26.*
5. **Teach RE through key questions, enquiry and investigation**

Each unit of work should focus around a key question related to the subject content of the syllabus.

Enquiry and investigation of the key question should include three elements:

- What is the question about?
- What are the relevant beliefs and practices?
- What responses can be made?

*Further detail from page 55*

6. **Assess progress toward the end of key stage statements**

Assessment should be based on progress towards the end of key stage statements. To help teachers, the syllabus offers some interim expectations for lower key stages 1 and 2, and for each year in key stages 3. These are provisional guidelines and may develop further as schools work towards new ways of assessing without level descriptors.

A **progress ladder** based on the development and deployment of skills summarises these expectations. The non-statutory units of work provide assessment examples based on this ladder of skills and working towards the end of key stage assessments.

Pupils do not need to be assessed formally after every unit of work. But, as a minimum, schools need to:

- report to parents on individual pupils’ achievement relative to the end of key stage statements in at least years 2, 6 and 9;
- report to any school to which a pupil is transferring, including the routine transfer to a secondary school or college.

*Assessment guidance provided from page 59*

**Note on the context of this syllabus**

The syllabus is based on the structure of the national guidance published by the RE Council for England and Wales in October 2013. But it has been changed and adapted to suit our local context. The syllabus must be used by all maintained schools and Church of England schools and academies within Calderdale and Kirklees. It may also be used by academies and other education providers to fulfil their legal obligation to include religious education as part of the curriculum.
STATUTORY REQUIREMENTS

Asma Moazzam, St Thomas CE Primary School, Huddersfield
Purpose of study

Kirklees and Calderdale are enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. So through this treasury of human experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives, and the ways our varied perspectives can strengthen our local communities and relationships. Engaging and stimulating RE also helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. RE offers a place of integrity and security within which difficult or ‘risky’ questions can be tackled within a safe but challenging context.

Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views.

They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, 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 understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Adapted from the RE Curriculum Framework 2013
Aims of study

The syllabus has the following aims, adapted from the RE Curriculum Framework 2013. These three aims reflect three academic strands of study: phenomenology of religion; philosophy; ethics and identity.

A. Know about and understand a range of religions and other world views, so that they can:

- A1 Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals (worship, ritual and ways of life);

- A2 Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and other world views (sources of wisdom);

- A3 Appreciate and appraise the nature, significance and impact of different ways of expressing meaning (symbols and actions);

B. Express ideas and insights about questions of beliefs and meaning, so they can:

- B1 Explain and give reasons for their ideas about how beliefs, practices and forms of expression influence individuals and communities (impact of beliefs on choices);

- B2 Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively (questions of meaning, purpose and truth);

- B3 Appreciate and appraise varied approaches of religions and world views to ultimate questions (different responses to ultimate questions);

C. Investigate and respond to important questions for individuals and the wider community, so that they can:

- C1 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues (identity and belonging);

- C2 Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all (cooperation and cohesion);

- C3 Articulate beliefs, values and commitments clearly in order to explain why these may be important in their own and other people’s lives (evaluating moral dilemmas).
Summary of statutory requirements

Summary of syllabus requirements - Early Years and Foundation Stage

Pupils should encounter religions and other world views 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 encounter beliefs and practices. They ask questions and talk about their own feelings and experiences. They use their imagination and curiosity to develop appreciation of and wonder at the natural world. They appreciate and value human beings, recognising and encountering diversity.

Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

In line with the DfE’s 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils. Sensitivity to the backgrounds and experience of young children is especially important, including those who come from a particular faith background.

More specific details and illustrations of this are provided from page 28

The syllabus is supported by units of work for use by teachers. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities.
Summary of syllabus requirements - Key Stage 1

The school’s curriculum must be designed around the three aims of the syllabus:

A. To know about and understand a range of religions and other world views;
B. To express ideas and insights about questions of beliefs and meaning;
C. To investigate and respond to important questions for individuals and the wider community.

At key stage 1, through these three aims, pupils should develop their knowledge and understanding of religions, beliefs and values, recognising local, national and global contexts, with particular reference to Christianity, Islam and a non-religious approach. They should use basic subject specific vocabulary. In the course of study:

- Pupils should raise questions about beliefs, meaning and identity, drawing on their understanding of religions, beliefs and values.
- They should find out about questions of right and wrong.
- They should begin to express their own views in response to their learning and questions.
- As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specific details and illustrations of this are provided in the Subject Content summary from page 30

At Key Stage 1, teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. This guidance does not preclude inclusion of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. They must:
- Report to parents on individual pupils’ achievement relative to the end of key stage statements in at least year 2.
- Report similarly to any school to which a pupil is transferring, including the routine transfer to a junior school.

The syllabus is supported by units of work for use by teachers. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities.
Summary of syllabus requirements – Key Stage 2

The school’s curriculum must be designed around the three aims of the syllabus:

A. To know about and understand a range of religions and other world views;
B. To express ideas and insights about questions of beliefs and meaning;
C. To investigate and respond to important questions for individuals and the wider community.

At Key Stage 2, through these three aims, pupils should extend their knowledge and understanding of religions, beliefs and values, recognising local, national and global contexts, building on their learning about Christianity, Islam and a non-religious approach and extending this to Sikhism and Judaism. They should be introduced to an extended range of sources and subject specific vocabulary. In the course of study:

- Pupils should be encouraged to be curious and to ask increasingly challenging questions about beliefs, meaning and identity, drawing on the insights of religions and other world views.
- They should be able to describe how beliefs and values affect personal, social and global issues
- Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.
- As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specific details and illustrations of this are provided in the Subject Content summary from page 37

At Key Stage 2, teaching and learning should be focused around Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. This requirement does not preclude study of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. They must:

- Report to parents on individual pupils’ achievement relative to the end of key stage statements in at least year 6;
- Report similarly to any school to which a pupil is transferring, including the routine transfer to a secondary school.

The syllabus is supported by units of work for use by teachers. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities.
Summary of syllabus requirements – Key Stage 3

The school’s curriculum must be designed around the three aims of the syllabus:

A. To know about and understand a range of religions and other world views;
B. To express ideas and insights about questions of beliefs and meaning;
C. To investigate and respond to important questions for individuals and the wider community.

During Key Stage 3, through these three aims, students should extend and deepen their knowledge and understanding of a range of religions and other world views, recognising their local, national and global context. Building on their prior learning, they extend their study to include Buddhism and Hinduism, as well as the other major world faiths, in a comprehensive way. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study. In the course of study:

• Students should investigate questions of beliefs, meaning and identity, using their increasing understanding of religions and other world views.

• They should understand how beliefs influence the values and lives of individuals and groups, and how religions and other world views have an impact on personal, social and global issues.

• They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

• As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specific details and illustrations of this are provided in the Subject Content summary from page 44

At Key Stage 3, teaching and learning should include all six major world faiths, Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. There should be recognition of other belief systems and practices and understanding of the diversity within religions.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. They must:

• Report to parents on individual pupils’ achievement relative to the end of key stage statements in at least Year 9;

• Report similarly to any school, college or other provision to which a pupil is transferring.
The syllabus is supported by units of work for use by teachers. The units of work are non-statutory and schools are free to use, adapt or change these in line with their local needs and the requirements of the syllabus. Indeed, schools are encouraged to devise their own curriculum reflecting their circumstances, resources and priorities.

Schools must ensure that, where GCSE courses start during Year 9, the programmes of study for KS3 have been fulfilled with depth and integrity. This will also build adequate knowledge and skills on which to base study at GCSE level.
Summary of syllabus requirements – Key Stage 4

The school’s curriculum must be designed around the three aims of the syllabus:
A. To know about and understand a range of religions and other world views;
B. To express ideas and insights about questions of beliefs and meaning;
C. To investigate and respond to important questions for individuals and the wider community.

During Key Stage 4, all students should extend and deepen their knowledge and understanding of religions and other world views, reflecting local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and other world views in comprehensive ways.

- They should use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualise and analyse the expressions of religions and other world views they encounter.
- They should be able to research and investigate the influence and impact of religions and other world views on the values and lives of both individuals and groups, evaluating their impact on current affairs.
- They should be able to appreciate and appraise the beliefs and practices of different religions and other world views with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.
- They should be able to use some of the different disciplines of Religious Studies (e.g., textual study, philosophical and sociological approaches) to analyse the nature of religion.
- As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

Schools are reminded that all students must receive their full entitlement to RE, including those on vocational courses and those who choose not to opt for a GCSE course. The requirements of the syllabus may be met in one of three ways:

1. Entry for a full or short course GCSE in Religious Studies or an Entry Level certificate. Sufficient time must be given to study a GCSE course with academic integrity and depth. This need is endorsed by inspectors who have warned schools against cramming subject content into inadequate time.

2. Following the units of work for an accredited GCSE or entry level qualification, but not entering students for the exam itself;
3. Design a curriculum based around the three aims and other requirements of the syllabus:
   A. To know about and understand a range of religions and other world views;
   B. To express ideas and insights about questions of beliefs and meaning;
   C. To investigate and respond to important questions for individuals and the wider community.

More specifically students should be taught to:

- investigate and analyse the beliefs and practices of religions and other world views using a range of arguments and evidence to interpret and evaluate issues and draw balanced conclusions;

- synthesise their own and others’ ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate reference to their historical, cultural and social contexts;

- analyse in a coherent and well informed way the forms of expression and ways of life found in different religions and other world views;

- use different disciplines and methods by which religions and other world views are studied to analyse their influence on individuals and societies;

- account for varied interpretations of commitment to religions and other world views and for responses to profound questions about the expression of identity, diversity, meaning and value;

- argue for and justify their own positions with regard to key questions about the nature of religion, providing detailed evaluation of perspectives of others;

- enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy;

- use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally;

- use ideas from phenomenological approaches to the study of religions and beliefs to research and present skilfully a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.

To support this there are ten exemplar units provided. These will complement, but not duplicate, GCSE work. These may also be helpful for schools where some students follow a GCSE option but also have additional core RE time. Further examples of subject content are shown from page 51.
Sixth Form Provision

It is a statutory requirement that religious education should be included in the curriculum for every sixth form student in maintained schools. Some students will opt for A and AS level courses in Religious Studies or Philosophy. But for others there are good educational reasons for including elements of RE post 16, quite apart from the demands of compliance. Elements of RE will, in particular, support the development of cultural literacy and critical thinking on contemporary issues. They will also build essential skills, enhancing personal development as well as academic competence in all subjects.

These skills include:

- **Research**: nurturing the ability to research, evaluate and report independently;
- **Critical thinking**: generating independent and critical thinking skills enabling students to reach informed and balanced views, recognising there are different possible conclusions;
- **Presentation**: building the confidence and expertise to present information clearly and informatively;
- **Reflection**: engendering the aptitude and skill to reflect on learning, to question oneself, to change a personal view or to learn from the experience of self or others;
- **Awareness**: developing an understanding of how personal study links with the contemporary world, its struggles, celebrations and challenges – how it’s relevant to the world around.

Some schools may choose to deliver core RE through a General Studies programme. When planned in this way, RE will support personal development of students, nurture their SMSC development and contribute to wider academic goals. A General Studies programme may include a range of questions related to the impact of religion in society. Some may be specific topics, such as exploring where religious practice conflicts with secular goals of equality. Others may be general topic that includes a religious perspective, such as sustainability and the environment.

Some topics offer opportunities for wide-ranging learning, discussion and experience. For example, a study around the theme of food could explore a range of cultural, ethical and religious topics, such as: animal welfare and factory farming; dietary rules; vegetarianism; obesity and healthy eating. The three aims of the RE syllabus lend themselves to creative, cross-curricular, contemporary investigations of a range of issues. Some suggestions are offered here and students themselves may have ideas! Many of these support other subjects besides RE.

Other world views, as well as religious views, are explicitly commended for study.
A. Know about and understand a range of religions and other world views, through exploring questions such as:

- How are beliefs expressed or portrayed in different media, for example, music? Bring and interpret examples.

- How have we got here? Investigation of the history of local migration, historically and more recently.

- What does it mean to believe and how does it make a difference? Develop cultural literacy and awareness of faiths and world views through an exploration of a specific faith, or selection of faiths, possibly involving visits or visitors. Interview someone on how faith impacts on their work or profession.

- Does religion have a right to make the rules? Is there any role for religious authority in civil matters? The established church; Shari'ah law.

- Would it be good if there was only one religion? The work of interfaith dialogue, including locally. Would it be better if there was no religion at all?

- Where is diversity? Investigation of diversity in faith locally and in college. How does this challenge or enrich?

B. Express ideas and insights about questions of beliefs and meaning, through exploring such questions as:

- Are all political systems equally valid? Is democracy better than theocracy?

- Is food a moral issue? Include topics such as: dietary rules, vegetarian, multinational companies, obesity.

- Do human beings make a difference for the better? The contribution of humanity to the planet.

- What is a secular society and is it a good thing?

- Does our world have compassion? Investigate examples of benevolent action, compassion, charity and the pursuit of justice.

- Do scientific theories and creation myths both have things to teach us? Are religions and science mutually exclusive?
C. Investigate and respond to important questions for individuals and the wider community, through exploring such questions as:

- Should the law permit assisted suicide?
- Should we find energy resources, no matter what? (fracking, nuclear power)
- Should religion be exempt from any equality laws?
- Are human rights more important than religious beliefs?
- Does ‘respect’ have any boundaries?
- Can free-market capitalism have any morals?
- Are there any boundaries to creating life?

Sixth forms may make creative use of projects, day conferences, focus weeks or special occasions. Including an ethical, religious or philosophical angle as part of these is another way of developing religious and cultural literacy and responsible citizenship. Examples may include:

- Model United Nations project [http://www.schoolslinkingnetwork.org.uk/programmes/sln-model-united-nations/sln-mun-programmes/#sthash.n2lz4kCi.dpbs](http://www.schoolslinkingnetwork.org.uk/programmes/sln-model-united-nations/sln-mun-programmes/#sthash.n2lz4kCi.dpbs)


- LGBT History Month [http://lgbthistorymonth.org.uk/](http://lgbthistorymonth.org.uk/)


- Remembrance Day
Other requirements

Religions to be studied

To ensure progression rigour, the syllabus defines the core religions through which RE should be taught at each key stage. This requirement does not preclude study of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

KS1 Christianity + Islam + other world views
KS2 Christianity + Islam + Judaism + Sikhism + other world views
KS3 Buddhism + Christianity + Hinduism + Islam + Judaism + Sikhism + other world views
KS4 Focus at the discretion of the school

Schools should include some introductory units about the specific religions at the appropriate key stage to give students an overview of the faiths. Exemplars have been provided.

It is important to remember that ‘faiths’ are not monolithic and uniform systems of belief. There is huge variety within and between different branches and approaches. Recognition of this is crucial to effective teaching and learning.

It is also crucial to recognise that there are many other faiths and systems of belief beyond the ‘six official’ curriculum religions. Schools should recognise and acknowledge this diversity. The purpose of RE is not to restrict study to an authorised and official collection of religions.

In addition, schools are required to include other world views throughout the study of RE. This recognises the need to enable all learners to explore questions of meaning, purpose and value. This is important from a perspective of faith or non-religious understanding and recognises that most people do not adhere to formal religious structures.

Other world views include beliefs, arguments or philosophies that approach questions of meaning and purpose without reference to belief in a deity. This may include a structured, named philosophy such as Humanism, or a more general argument or approach relevant to the questions studied. Non-statutory exemplar units of work and other materials are provided for subscribing schools.
Time allocation

The amount of time allocated to religious education is not determined by law. However, there is a legal requirement that the statutory RE curriculum must be taught to all pupils. This means that there must be sufficient time to teach the syllabus comprehensively and with integrity. In maintained schools the curriculum is defined by this local syllabus. Academies must teach RE according to the requirements of their trust deed or funding agreement, which will in practice mean following either this syllabus or an alternative one.

To deliver this local syllabus with integrity, schools will need to allocate at least the equivalent of an hour a week. Church authorities may determine additional requirements for their aided schools and academies. Organisation of this time is a matter for schools.

It is often helpful to combine some aspects of RE with other subjects for some topics in a cross-curricular pattern, particularly in primary schools. This will suit some topics but other aspects of the syllabus may need to be delivered in discrete time.

Half or full day blocks may also be used to deliver aspects of the curriculum. This has the advantage of enabling sustained study and a greater variety of learning opportunities, particularly if linked to visits outside school.

However schools choose to organise the timetable and teaching of RE, the integrity of the curriculum must be maintained. The RE content should be clear, rigorous and identifiable.

GCSE courses will normally require more than an hour a week and restricting teaching to one hour a week risks sacrificing serious education, a danger underlined by school inspectors.
SUPPORTING GUIDANCE

Madeleine, Roberttown CE J&I School
Subject Content

Early Years Foundation Stage

Pupils should encounter religions and other world views 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 a legal requirement for all pupils on the school roll, including all those in the Reception year.

In line with the DfE’s 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils. Although all areas of the profile are relevant, religious education supports in particular the development of Communication and language in Personal, social and emotional development and Understanding the world.

Communication and language
Children:
- listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development
Children:
- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
• talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable;
• think and talk about issues of right and wrong and why these questions matter;
• respond to significant experiences showing a range of feelings when appropriate;
• have a developing awareness of their own needs, views and feelings and a sensitivity to those of others;
• have a developing respect for their own cultures and beliefs, and those of other people;
• show sensitivity to others’ needs and feelings, and form positive relationships.

Understanding the world
Children:
• talk about similarities and differences between themselves and others, among families, communities and traditions;
• begin to know about their own cultures and beliefs and those of other people;
• explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design
Children:
• use their imagination in art, music, dance, imaginative play, role-play and stories to represent their own ideas, thoughts and feelings;
• respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy
• children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics
• children recognise, create and describe some patterns, sorting and ordering objects simply

These learning intentions for RE are developed from relevant areas of the EYFS Profile (DfE 2013) and are reproduced from the Curriculum Framework for RE. The Foundation Stage exemplar units may support these requirements.
Key Stage 1

Pupils should develop their knowledge and understanding of religions, beliefs and values, recognising local, national and global contexts, with particular reference to Christianity, Islam and a non-religious approach. They should use basic subject specific vocabulary.

They should raise questions about beliefs, meaning and identity, drawing on their understanding of religions, beliefs and values.

They should find out about questions of right and wrong.

They should begin to express their own views in response to their learning and questions.

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specifically pupils should be taught to: [please turn over]
## A. Know about and understand religions, beliefs and values

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Examples and notes</th>
</tr>
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<tbody>
<tr>
<td><strong>A1. Worship, rituals and ways of life</strong></td>
<td>Pupils design and share a cake to celebrate belonging to their class and discover how Christians and Muslims experience belonging to a church or mosque.</td>
</tr>
<tr>
<td><strong>Recall and name</strong> different beliefs and practices, including festivals, worship, <strong>rituals and ways of life</strong>, in order to find out about the meanings behind them.</td>
<td>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Muslims believe they can thank and praise God.</td>
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<td></td>
<td>Pupils re-enact a baptism ceremony and think how Christians, Muslims or Humanists might welcome a new baby.</td>
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<td></td>
<td>Linking to English and computing, pupils recount a visit to a local church, mosque or other important symbolic place, using digital photographs and find out about the meanings of symbols that they saw there.</td>
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<tr>
<td></td>
<td>These exemplar units may support this requirement: F2, F4, 1.2, 2.1, 2.2</td>
</tr>
<tr>
<td><strong>A2. Sources of wisdom</strong></td>
<td>Pupils look at the Lord’s Prayer and prayers and sayings from other traditions and explore why these are important sources of wisdom for believers.</td>
</tr>
<tr>
<td><strong>Retell and suggest meanings</strong> to some religious and moral stories, exploring and discussing sacred writings and <strong>sources of wisdom</strong> and recognising the traditions from which they come.</td>
<td>Pupil talk about things which are special to them and how some books are special to religious believers.</td>
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<td></td>
<td>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories.</td>
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<td></td>
<td>Pupils ask and answer ‘who’, ‘where’, ‘how’ and ‘why’ questions about religious stories and stories from other world views.</td>
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<td>These exemplar units may support this requirement: F3, 1.1 1.3, 2.3 2.4</td>
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</tbody>
</table>
### A3 Symbols and responses

**Recognise** some different **symbols and actions** which express a community’s way of life, appreciating some similarities between communities.

<table>
<thead>
<tr>
<th>Pupils choose to find out about Christian and Muslim symbols and design symbols that represent where they belong.</th>
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</thead>
<tbody>
<tr>
<td>Pupils explore how people express thankfulness through celebrations and festivals, for example building a sukkot or designing an Eid card.</td>
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<tr>
<td>Pupils discover how and why Christians pray in a variety of ways and how Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview.</td>
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<tr>
<td>Pupils select examples of religious artefacts from Christianity or Islam that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and worship</td>
</tr>
</tbody>
</table>

These exemplar units may support this requirement: 1.2, 1.4, 2.1, 2.2
### B. Express ideas and insights about beliefs and meaning

<table>
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<td><strong>B1 Impact of belief on choices</strong></td>
<td>Pupils create a memory box following a visit to a special place, such as a church, mosque, park or garden.</td>
</tr>
<tr>
<td><strong>Ask and respond to questions about what individuals and communities do</strong>, and why, so that pupils can identify what difference belonging to a community might make.</td>
<td>Pupils hear the story of Jesus calling the disciples and explore what makes a good friend.</td>
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<td>Pupils notice what happens in special places or on special occasions and ask questions about this</td>
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<td></td>
<td>Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all</td>
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<td></td>
<td>Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness.</td>
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<td></td>
<td>These exemplar units may support this requirement: F.1, F.3, F.4, 1.1, 1.2</td>
</tr>
<tr>
<td><strong>B2 Questions of meaning, purpose and truth</strong></td>
<td>Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?</td>
</tr>
<tr>
<td><strong>Explore questions about belonging, meaning and truth</strong> so that they can express their own ideas and opinions in response using words, music, art or poetry.</td>
<td>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and other world views, expressing ideas of their own and commenting on some ideas of others</td>
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<td></td>
<td>Linking to ‘Philosophy for Children’, pupils think about and respond to ‘big questions’ in a classroom enquiry using a story of Adam and Eve or a video clip of children asking questions about God as a stimulus</td>
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<tr>
<td></td>
<td>These exemplar units may support this requirement: 2.1, 2.4</td>
</tr>
<tr>
<td>B3 Different responses to ultimate questions</td>
<td></td>
</tr>
</tbody>
</table>
| Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning | Pupils recognise and appreciate similarities between beliefs and ceremonies, such as baptism or the aqiqah  
Pupils use a set of photos or a list of religious items they have encountered to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion  
Pupils discuss why Jesus and Prophet Mohammed are important to Christian and Muslim people. They retell the story of the calling of Prophet Mohammed or the Christmas story.  
Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or other world views about which they have learned  
These exemplar units may support this requirement: F.5, 1.1, 1.2 |
## C. Investigate and respond to important questions for individuals and the wider community

<table>
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<tr>
<td><strong>Pupils should study these areas:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **C1 Identity and belonging** | **Examples and notes**  
Pupils name places of worship and talk about why some places, symbols and customs are special  
Pupils recall and name different ways of welcoming new life from Christian, Muslim and Humanist traditions  
Pupils respond sensitively to the feelings and beliefs Christians and Muslims express and give their own ideas about promises  
Pupils learn about the daily life of a Muslim or Christian child (e.g., from a teacher’s use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities. Pupils make a list of the ways they show how they belong as well  
These exemplar units may support this requirement: F.1, F.2, F.3, F.4, 1.2, 1.3, 1.4, 2.2F |
| **C2 Cooperation and cohesion** | **Examples and notes**  
Pupils think about some of the rules and guidelines from religions and other worldviews. Together they decide on three rules for the classroom to encourage happiness and cooperation.  
Pupils discover the stories of caring and cooperation from Christian and Muslim sources and use cut out hands to create a ‘Care Tree’ to present ideas of who we care for and how we care for them.  
Linking to geography, compare and contrast different stories about the origin of the world and explore ways we can work together to care for it.  
These exemplar units may support this requirement: F.3, 1.3, 2.3, 2.4 |

**Examples and notes**

- Observe and recount different ways of expressing **identity and belonging**, responding sensitively for themselves.

- Find out about and respond with ideas to examples of **co-operation between people** who are different.
C3 Evaluating moral dilemmas

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Pupils hear three moral stories, for example from Christians, Muslims and Humanists, and think about whether they are saying the same things about how people should behave.

Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about spirituality.

Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today from a list of values, and by illustrating their choice in different media.

These exemplar units may support this requirement: 2.3, 2.4.
**Key Stage 2**

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising local, national and global contexts, building on their learning about Christianity, Islam and a non-religious approach and extending this to Sikhism and Judaism. They should be introduced to an extended range of sources and subject specific vocabulary.

They should be encouraged to be curious and to ask increasingly challenging questions about beliefs, meaning and identity, drawing on the insights of religions and other world views.

They should be able to describe how beliefs and values affect personal, social and global issues

Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specifically, pupils should be taught to: [please turn over]
A. Know about and understand religions, beliefs and values

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<td><strong>Pupils should study these areas:</strong></td>
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<tr>
<td><strong>Describe and make connections</strong> between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</td>
<td>Pupils make some connections between creation stories from different religions and scientific understanding of the world’s origins</td>
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<td>Pupils study journeys such as Hajj or pilgrimage to Iona and make links with spiritual journeys or special places in their own lives.</td>
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<td></td>
<td>Pupils compare how Christians, Muslims, Sikhs or Humanists celebrate a new life or marriage and express and argue for ideas of their own about partnership, in discussions or in writing</td>
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<td>These exemplar units may support this requirement: 3.2, 4.3, 5.1, 6.1, 6.4</td>
</tr>
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</table>

<p>| <strong>A2 Sources of wisdom</strong> | <strong>Pupils study these areas:</strong> |
| <strong>Describe and understand links</strong> between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | Pupils study the beliefs and teachings of Islam, Judaism, Humanism and Christianity on charity and generosity and make links with the work of two charities |
| | Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own. |
| | Pupils compare the texts and stories about the founders of religions and explore how these may be inspiration for people today. |
| | These exemplar units may support this requirement: 3.2, 3.4, 4.2, 4.4, 5.4, 6.2, 6.3 |</p>
<table>
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<tr>
<th><strong>A3 Symbols and responses</strong></th>
<th><strong>Explore and describe</strong> a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</th>
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<td>Pupils investigate stories from the Qur’an and the Bible to see how these help or inspire people in modern times.</td>
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<td>Pupils pursue an enquiry into how compassion is inspired by beliefs and principles from different religions and through common humanity.</td>
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<td>Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama.</td>
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<td>Pupils find out about different forms of prayer and meditation in different religions and other world views, and write some prayers or meditations suited to particular occasions and traditions.</td>
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<td>These exemplar units may support this requirement: 3.1, 3.3, 4.1, 5.4, 6.1, 6.4</td>
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### B. Express ideas and insights about beliefs and meaning

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<td><strong>B1 Impact of belief on choices</strong></td>
<td>Pupils create a code of living of their own, coming up with rules for a happier world and guidelines that would make Kirklees and Calderdale the best places to live for everyone</td>
</tr>
<tr>
<td><strong>Observe and understand</strong> varied examples of religions and other world views so that they can explain, with reasons, their <strong>meanings and significance for the choices</strong> made by individuals and communities.</td>
<td>Pupils compare the beliefs and values of Sikhs, Jews and Humanists, thinking about how these beliefs shape actions and compassion</td>
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<td>Pupils use their detailed understanding of religious practice such as Holy Communion or the Five Pillars of Islam to describe the significance of being part of a religion.</td>
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<td></td>
<td>These exemplar units may support this requirement: 3.4, 4.2, 4.4, 5.1, 5.4, 6.2, 6.4</td>
</tr>
<tr>
<td><strong>B2 Questions of meaning, purpose and truth</strong></td>
<td>Pupils investigate the place of the rabbi, imam or priest in guiding and supporting the faith community and compare this with the role of conscience in other traditions</td>
</tr>
<tr>
<td><strong>Discuss and present thoughtfully</strong> their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</td>
<td>Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science, religions and ancient creation stories treat questions of origins</td>
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<td></td>
<td>Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview</td>
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<td></td>
<td>Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like</td>
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<td>These exemplar units may support this requirement: 2.1, 2.4, 3.1, 3.3, 4.4, 5.3, 6.1</td>
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</table>
| B3 Different responses to ultimate questions | Pupils develop their understanding of the value of the world and environment through comparing different religious stories about creation  
Observe and consider the approach of different religions and other world views to questions of beliefs and meaning.  
Pupils explore how and why the solstice is celebrated as an important symbol of human life and experience  
Pupils compare beliefs about forgiveness and restorative justice in two religions and in humanism, through considering different situations and teachings  
Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent)  
These exemplar units may support this requirement: 3.2, 4.3, 5.2, 6.4 |
## C. Investigate and respond to important questions for individuals and the wider community

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<td><strong>C1 Identity and belonging</strong></td>
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</table>
| **Understand** the challenges of commitment to a community of faith or belief, suggesting why **belonging to a community** may be valuable, both in the diverse communities being studied and in their own lives. | Pupils explore how festivals use the theme of light to represent the triumph of good over evil in a range of religious and secular traditions  
Pupils find out about how celebrating Diwali brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity  
Linking to the expressive arts, pupils design a piece of art to reflect an event from a story, or an idea like covenant or promise or rest or creation, to illustrate what is most important in the Jewish tradition.  
Pupils list and describe similarities and differences in the ways different traditions express what ‘belonging’ means to them  
These exemplar units may support this requirement: 3.2, 4.3, 5.2, 6.4 |
| **C2 Cooperation and cohesion** | |
| **Consider and apply ideas** about ways in which diverse communities can **live together for the well-being of all**, responding thoughtfully to ideas about community, values and respect. | Pupils discover and explore what Jews, Humanists and Christians teach about how people can live together for the well-being of all  
Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) and principles in secular law such as the UN Declaration of Human Rights, to compile a charter of their own moral values, applying their ideas to issues of respect for all  
Linking to mathematics and geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality  
These exemplar units may support this requirement: 4.1, 4.2, 5.3, 5.4, 6.3 |
C3 Evaluating moral dilemmas

Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Pupils explore moral dilemmas and decisions, weighing up the possible options in the light of different religious and secular teachings.

Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam.

Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (e.g. victims of natural disasters or prejudice, people who live with disabilities or people affected by war).

These exemplar units may support this requirement: 3.2, 3.4, 4.4, 6.2, 6.3
**Key Stage 3**

Students should extend and deepen their knowledge and understanding of a range of religions and other world views, recognising their local, national and global context. Building on their prior learning, they extend their study to include Buddhism and Hinduism in a comprehensive way. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study.

They should investigate questions of beliefs, meaning and identity, using their increasing understanding of religions and other world views.

They should understand how beliefs influence the values and lives of individuals and groups, and how religions and other world views have an impact on personal, social and global issues.

They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

As an integral part of learning, pupils should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specifically, students should be taught to: [please turn over]
### A. Know about and understand religions, beliefs and values

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<tr>
<td><strong>A1 Worship, rituals and ways of life</strong>&lt;br&gt;<strong>Explain and interpret</strong> ways that the history and culture of religions and other world views influence individuals and communities, including a <strong>wide range of beliefs and practices</strong>, in order to appraise reasons why some people support and others question these influences.</td>
<td>Students prepare a presentation on one Hindu festival – the symbolism and meaning of the celebration. Linking to Citizenship, students evaluate religious teachings and other world views about acceptance and helping others, applying them to modern day situations such as asylum and migration, linking to citizenship. Students examine how spiritual experiences (such as sensing the presence of God, experience of prayer or wonder of the natural world) have an impact on some members of different communities. They develop reasoned arguments to support their ideas about these kinds of claims or events. Linking to Geography, students investigate the demographics of Christianity, Judaism or Sikhism or ‘No Religious belief’ in their local area and wider region. These exemplar units may support this requirement: 7.1, 8.1, 9.4</td>
</tr>
</tbody>
</table>

| **A2 Sources of wisdom**<br>**Explain and interpret** a range of beliefs, teachings and **sources of wisdom and authority** including experience, in order to understand religions and other world views as coherent systems or ways of seeing the world. | Linking to Geography, students prepare a persuasive speech outlining the environmental issues affecting a particular species, acknowledging the influence of a range of different religious and secular perspectives. Students investigate secular and religious beliefs and values to consider what it means to be ‘good’ and live a ‘good life’ and realise that there are never any simple answers. Students consider why so many sources of wisdom and authority in religions and other world views are men, and so few are women. They appraise some sources of female wisdom, from within or beyond religions and other world views. Students consider sources of wisdom about growing up and adult responsibilities, from Jewish, Christian and Hindu traditions, as well as studying non-religious sources of wisdom. These exemplar units may support this requirement: 7.2, 7.5, 8.1, 8.2, 8.4, 8.5, 9.2, 9.3, 9.4 |
A3 Symbols and responses

**Explain how and why** individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.

Students investigate the life, teaching and example of Siddartha Gautama and study the guidelines that Buddhists follow such as the Four Noble Truths, Five Precepts and the Noble Eightfold Path.

Students study a range of responses to mortality and beliefs about life after death and the values and principles that underlie these practices.

Students plan an investigation into examples of daily practice of Buddhists, Christians, Hindus, Jewish people, Muslims and/or Sikhs in Britain, examining in particular some similarities and differences in spiritual practice, ethics, beliefs and community life.

Students explore different ways of expressing beliefs and values in architecture, music, media and the arts, building their understanding of diversity within the religions and other world views they study.

These exemplar units may support this requirement: 7.2, 7.3, 8.3, 8.5, 9.1, 9.3
## B. Express ideas and insights about beliefs and meaning

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Examples and notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1 Impact of belief on choices</strong></td>
<td>Students investigates examples of religious ‘founders’ and modern day leaders, weighing up the links between their beliefs (including religious and non-religious values) and actions</td>
</tr>
<tr>
<td>Explain the impact of religions and other world views on choices and decisions, doing so clearly, reasonably and coherently; evaluate these responses, drawing on a range of introductory level approaches recognised in the study of religion or theology.</td>
<td>Students consider different statements of belief, such as the creed or shahadah and link these with non-religious statements such as the Declaration of Human Rights. Using these they consider their own beliefs and principles. Students experience dialogue between members of different religions and those who hold a non-religious worldview. They consider theological questions about truth that arise, giving reasons for the ideas they hold. These exemplar units may support this requirement: 7.1, 7.2, 7.3, 7.5, 8.1, 9.1</td>
</tr>
<tr>
<td><strong>B2 Questions of meaning, purpose and truth</strong></td>
<td>Linking to Science, students examine arguments about questions of origins and purpose in life (Where do we come from? Why are we here?)</td>
</tr>
<tr>
<td>Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</td>
<td>Students develop insight into and understanding of why some people argue that science and religion can be compatible and others argue that they cannot. Linking to expressive arts, students investigate the ways drama, broadcast media and visual artists explore questions about the meaning of life, selecting and explaining examples that they find compelling and relating these to the teaching of different religions and other world views. Students develop their skills in reasoning and constructing arguments by debating questions and dilemmas about the nature of human life and the moral responsibilities of being human. These exemplar units may support this requirement: 7.5, 8.1, 8.2, 9.1, 9.3</td>
</tr>
<tr>
<td>B3 Different responses to ultimate questions</td>
<td>Students consider and debate whether religious beliefs promote or inhibit equality in areas such as gender and sexual orientation.</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Consider, analyse and evaluate a range of approaches to questions of beliefs and meaning.</td>
<td>Students consider the questions: What is religion? What is a worldview? They develop skills to interpret claims made by different religions and other world views about the nature of reality and the value of religion.</td>
</tr>
<tr>
<td></td>
<td>Students use methods of study from history, theology and philosophy to assemble a coherent case for their answer to the question: In the twenty first century world, is religion a force for good, or not?</td>
</tr>
<tr>
<td></td>
<td>Students consider questions about whether different religions are compatible or incompatible, in for example their ideas about God or the ultimate reality or deciding how to live a good life.</td>
</tr>
<tr>
<td></td>
<td>These exemplar units may support this requirement: 7.1, 8.3, 9.2, 9.5.</td>
</tr>
</tbody>
</table>
### C. Investigate and respond to important questions for individuals and the wider community

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Examples and notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students should study these areas:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>C1 Identity and belonging</strong></td>
<td>Students investigate and evaluate different approaches to marriage from across world faiths and also considering secular approaches. Students select a religious controversy in current affairs to investigate (examples: What rights can migrant religious community members expect in the UK with regard to their religious practice? Why do some people convert from one religion to another? Why might some people from different religious groups or other world views think that protecting the environment is not a major priority?) Students present arguments from both sides of the controversy to show their ability to analyse issues from different perspectives. Students explore diversity in their own local community from a religious and cultural perspective, researching information and drawing conclusions about how respect and tolerance can be enhanced. These exemplar units may support this requirement: 7.4, 8.3, 8.5, 9.2, 9.5</td>
</tr>
<tr>
<td><strong>Observe and interpret</strong> a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and other world views, accounting for the impact of diversity within and between communities.</td>
<td></td>
</tr>
<tr>
<td><strong>C2 Cooperation and cohesion</strong></td>
<td>Students investigate their own community and area and consider how religions and other world views have different perspectives on culture and values. They explore what is meant by multi faith and multicultural. Students consider what makes people happy. They seek and articulate explanations for links between character, well-being and happiness, especially in relation to living with difference in our communities. These exemplar units may support this requirement: 7.3, 7.4, 9.4, 9.5</td>
</tr>
<tr>
<td><strong>Examine and evaluate</strong> issues about community relations and respect for all, in the light of different perspectives from varied religions and other world views.</td>
<td></td>
</tr>
</tbody>
</table>
C3 Evaluating moral dilemmas

**Explore and express insights** into significant **moral and ethical questions** posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Students consider the impact of ethical choices, considering issues such as environmental concerns and equal rights for protected groups. They explore how religions have both championed and obstructed equality and reflect on the diversity of approaches within and between faith groups.

Students make compelling and reasonable connections between what religions and other world views teach and what they say about issues such as starvation around the world, the sanctity of life, environmental ethics, war or prejudice.

Students consider philosophical, ethical and religious questions about what it means to be human, for example questions posed in relation to the development of new medical technologies.

These exemplar units may support this requirement: 7.3, 8.3, 8.4, 9.5
Key Stage 4

Schools are reminded that all students in KS4 must receive their full entitlement to RE, including those on vocational courses and those who choose not to opt for a GCSE course. The requirements of the syllabus may be met in one of three ways:

- Entry for a full or short course GCSE in Religious Studies or an Entry Level certificate. *Sufficient time must be given to study a GCSE course with academic integrity and depth.*

- Following the units of work for an accredited GCSE or entry level qualification, but not entering students for the exam itself.

- Designing a curriculum based around the key requirement of the syllabus. To support this there are ten exemplar units provided. These will complement, but not duplicate, GCSE work. These may also be helpful for schools where some students follow a GCSE option but also have additional core RE time.

Some schools begin GCSE work in Year 9. The syllabus allows for flexibility but it is important to build sufficient prior knowledge and skills during key stage 3, to nurture the development of critical thinking at GCSE.
Requirements of the syllabus at Key Stage 4

All students should extend and deepen their knowledge and understanding of religions and other world views, reflecting local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and other world views in comprehensive ways.

They should use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualise and analyse the expressions of religions and other world views they encounter.

They should be able to research and investigate the influence and impact of religions and other world views on the values and lives of both individuals and groups, evaluating their impact on current affairs.

They should be able to appreciate and appraise the beliefs and practices of different religions and other world views with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.

As an integral part of learning, students should be given the opportunity to engage with people and communities of faith within school or through visits outside school.

More specifically students should be taught to: [please turn over]
### Aims of syllabus

**A Know about and understand religions, beliefs and values**
- Link their own and others’ ideas about sources of wisdom and authority using coherent reasoning and putting them into religious, historical and cultural context
- Analyse in a coherent and well informed way the forms of expression and ways of life found in different religions and other world views
- Analyse the influence of religion on individuals and societies

**B Express ideas and insights about beliefs and meaning**
- Account for varied responses to profound questions about the expression of identity, diversity, meaning and value
- Argue and justify their own positions on important religious and philosophical questions, providing a detailed evaluation of the perspectives of others
- Enquire into and develop insightful evaluations of ultimate questions about human life the purposes and commitments of human life

### Examples and notes

- Students investigate the diversity of expression of faith by studying, for example, Rastafarianism, Quakers or a particular expressions of Islam such as Amadiyah, Sufi or Salafi traditions
- Students explore and analyse the impact of customs, obligations and observance, such as Ramadan for Muslims or sewa for Sikhs, engaging with local faith communities
- Students study the responses of faith communities to challenges and change and evaluate the question, ‘are they a force for good?’
- Students investigate the meaning of the term ‘secularism’ and explore how religious rights and freedoms relate to civic and state authority
- Many GCSE specifications and the following exemplar units support these requirements: 10.1, 10.2, 10.3, 10.9

- Students investigate the different approaches to belief in God, and study some philosophical arguments about theism
- Students enquire into the theological and philosophical questions that arise from evil and conflict, for example studying the thought, theology and activism of Primo Levi, Elie Wiesel and Dietrich Bonhoeffer in response to Nazism
- Students consider and challenge religious arguments for violent extremism or for the use of violence to achieve political ends
- Students enquire into the question of how faith relates to citizenship
- Many GCSE specifications and the following exemplar units support these requirements: 10.4, 10.5, 10.8, 10.10
<table>
<thead>
<tr>
<th>C Investigate and respond to important questions for individuals and the wider community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect and mutual understanding, locally, nationally and globally</td>
</tr>
<tr>
<td>Research and present skilfully a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues</td>
</tr>
</tbody>
</table>

- Students explore the concept of Human Rights and study the links with religious and secular traditions
- Students investigate sources of injustice and inequality and explore how religions and other world views may challenge, oppose or neglect these issues
- Students explore local initiatives that work for peace and reconciliation. They research the role of faith communities and other groups in the UK and Europe in challenging injustice or violence

Many GCSE specifications and the following exemplar units support these requirements: 10.4, 10.5, 10.8, 10.10

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**Sixth Form**

Please see pages 22-24 for general guidance and advice.
**Planning**

Enquiry and investigation will be at the heart of learning in RE. Each unit of work should take the form of an enquiry. As with our exemplars the enquiry will focus around a key question related to the subject content of the syllabus. We have provided a range of exemplar units for use by schools. These may be used or adapted at the discretion of schools, to reflect their own circumstances and needs.

However, we also encourage schools to develop their own RE curriculum similarly reflecting a balance of the subject content outlined in this syllabus and enabling students to:

- develop knowledge and understanding of a range of religions and other world views;
- express ideas and insights about questions of beliefs and meaning, so that they can:
- consider and respond to ethical questions for individuals and the wider community.

Enquiry and investigation of the key question should include three elements:

1. **What is the question about?**
   *Explore the issues and human experience involved in the question. What do we know? What are the issues?*
   It is vital to start from concepts understood by pupils. For young children this will mean focusing around practical ideas that can be applied to thinking and religious questions. For all pupils it will involve considering practical and meaningful issues around the question.

2. **What are the relevant beliefs and practices?**
   *Investigate beliefs and values from the chosen faiths and other world views, evaluating different perspectives and responses to the question*
   Decide the religions or belief systems that will be a focus for learning. Remember there is often variation between beliefs and practices and within particular traditions. What do people believe? Which religious texts, stories or traditions are relevant? What do they do? How do they celebrate? What difference does it all make?

3. **What responses can be made?**
   *Assemble, evaluate and explain possible conclusions and express a considered personal response to the issue.*
   Pupils investigate different conclusions and consider some of the concepts involved. Are there elements of personal reflection to gain from this? This is critical for all pupils, not only those from a religious tradition. For example, the concept of promise can be applied in a secular or religious way.
Planning a unit of work

These are five steps in planning a unit of work, based on an enquiry method.

1. **Choose a key question.**  
   This should be based on one or more of the aims of the syllabus. Look at these aims (A1-4, B1-2, C1-3) in the relevant key stage of the syllabus, together with the illustrations provided. How are you going to use these to develop the question?

2. **Plan an assessment task.**  
   This must match one or more of your key aims. *(See the assessment guidance from page 57)*

3. **Compile sub-questions within each part of the enquiry**  
   Group these within each of the three elements of enquiry.
   - *What is the question about?*
   - *What are the relevant beliefs and practices?*
   - *What responses can be made?*

4. **Write Learning Objectives to fit the questions**  
   These sub-questions will then inform the **learning objectives** for sections within your scheme of work, building towards the assessment task. It is not necessary for one element of enquiry to follow another in a strict order; they may be woven into the pattern in other ways. The important thing is for the learning to include the three elements overall.

5. **Devise learning activities**  
   *These support the* learning objectives and the overall aims of the unit.

Ensure there is **balance and coverage** of all aims across the curriculum as a whole.

The diagram below illustrates the enquiry cycle. The second diagram applies this to an exemplar unit of work for year 2.
What is the question about?
It is vital to start from concepts understood by pupils. For young children this will mean focusing around practical ideas that can be applied to thinking and religious questions.
- What do we know about this?
- Why is it an important question?
- How does it affect people?
- What is the practical initial concept?
- How can this be linked to the religious question?

What are the beliefs and practices?
Decide the religions or belief systems that will be a focus for learning. Remember there is often variation between beliefs and practices.
- Questions to ask might include:
  - Which religions/beliefs are we studying?
  - What do people believe about this?
  - What do texts, stories or traditions say?
  - What are the practices linked to it?
  - How do beliefs affect lives & decisions?

Key question
Focused around one or more of the key curriculum aims:
A. Know about and understand religion and world views
B. Express ideas and insights about questions of beliefs and meaning
C. Investigate and respond to important questions

What responses can be made?
Assemble, evaluate and explain possible conclusions and responses
- How can we assess this?
- What is positive and negative?
- What difference could be made?
- How can we learn from this?
- How might this affect my life?
What are the beliefs and practices?

Decide the religions or belief systems that will be a focus for learning. Remember there is often variation between beliefs and practices.

Questions to ask might include:
- How do many Christians welcome a new baby?
- How do Muslims welcome a new baby?
- How do other people welcome a new baby?
- What symbols are used?
- What do people say?
- What does it make people feel?

What responses can be made?

Assemble, evaluate and explain possible conclusions and responses

What promises are made in welcoming new babies?
What difference do these make?
What is a promise and why are promises important?
What promises do people make to me?
What promises do I make and why do these matter?

Key question

How do Muslims and Christians celebrate new life? (Year 2)

Curriculum aims:
- A1 Worship, rituals and ways of life
- A3 Symbols and actions
- B1 Impact of belief on choices.
- C1 Identity and belonging

The Enquiry Cycle - applied to a unit of work

What is the question about?

It is vital to start from concepts understood by pupils. For young children this will mean focusing around practical ideas that can be applied to thinking and religious questions.

Why is important to make someone feel welcome?
How do you welcome a baby into your family?
Why are babies special?
What gifts would you like to give a new baby? Why?
What do names mean and why are they important?
Progress and Assessment

The Review of RE in England and Wales follows the decision of the DfE in England to set aside the eight level assessment scale used in all subjects. Instead it follows and reiterates official guidance that there are five core principles for assessment:

Assessment should:

1. **Set out steps** so that pupils reach or exceed the end of key stage expectations;

2. Enable teacher to **measure whether pupils are on track** to meet the end of key stage expectations;

3. Enable **teachers to pinpoint the aspects of the curriculum** in which pupils are falling behind, and recognise exceptional performance;

4. **Support teachers’ planning** for all pupils;

5. **Enable the teacher to report regularly to parents** and, where pupils move to **other schools**, providing clear information about each pupil’s strengths, weaknesses and progress towards the end of key stage expectations.

At the time of publication there is still uncertainty about the form of assessment that will be adopted in schools and indeed whether there will be any standard arrangements at all. Although abandonment of the eight level scale could offer freedom from unhelpful and obsessive forms of assessment, there is still a need for measuring progress towards the end of key stage goals (principles 1 and 2 above).

The syllabus therefore offers a framework for teachers based on the end of key stage expectations but allowing for continued use of level descriptors by schools which wish to do so. **The guidance offered is therefore provisional and may be revised during the currency of the syllabus to reflect developments in the wider curriculum.** The syllabus currently makes these provisions:

1. **Assessment is based on end of key stage statements**
   The syllabus provided end of key stage statements, based on those provided by the RE Council but edited for clarity and local use. These are reproduced below. The syllabus, assessment suggestions and non-statutory units of work are based on these core principles and the end of key stage statements.

2. **Interim statements are provided as ‘milestones’ towards the end of key stages.**
   The syllabus provides interim expectations (or milestones) to help teachers assess progress on the way to end of key stage statements. The skills included in these interim descriptors are ‘worked back’ from the end of key stage statements and are provided for lower key stages 1 and 2 (i.e. years 1 and 4) and for each year in key stages 3 and 4 (i.e. years 7,8 and 10).
3. **The descriptors have been compiled into a progress ladder.**
   This is based on the development and deployment of skills summarises these expectations. This indicates the expected achievement for different times in key stages.

4. **End of key stage and interim statements can be translated into levels**
   The table includes equivalence to levels (KS1 level 2; key stage 2 level 4; key stage 3 level 6) and it is up to schools and teachers to decide whether to use levels alongside descriptions of progress towards end of key stage statements. To attempt to overcome some of the issues of transition between key stages 2 and 3, we have added an additional step (equivalent to dividing the old level 5 into two parts for Y7 and Y8).

In designing assessments, teachers should choose from the selection of expectations according to the theme of their assessment and unit of study. The non-statutory units of work provide assessment examples based on this ladder of skills and working towards the end of key stage assessments. Although we have provided these, we do not expect or require schools to assess pupils formally after every unit of work.

**Reporting to parents and to transfer schools**

In line with the core principle 5 outlined above, the syllabus requires that schools should:

- Report to parents on individual pupils’ achievement relative to the end of key stage statements in at least years 2, 6 and 9;

- Report similarly to any school to which a pupil is transferring, including the routine transfer to a secondary school or college.
End of Key Stage Statements
Overall progression chart

These are based on the end of key stage statements provided in the *RE Curriculum Framework 2013*, adapted for local use. These have been formatted to indicate clearly the progression of **skills** (*emboldened and underlined*) and main areas of **content** (*emboldened in italics*).

<table>
<thead>
<tr>
<th>A</th>
<th>Key Stage 1</th>
<th>Key Stage 2</th>
<th>Key Stage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Knowing and understanding religions, beliefs and values</strong></td>
<td><strong>Describe and make connections</strong> between different features of the religions and other world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</td>
<td><strong>Explain and interpret</strong> ways that the history and culture of religions and other world views influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</td>
</tr>
<tr>
<td>A1.</td>
<td><strong>Recall and name</strong> different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</td>
<td>A2. <strong>Describe and understand links</strong> between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</td>
<td>A2. <strong>Explain and interpret</strong> a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and other world views as coherent systems or ways of seeing the world.</td>
</tr>
<tr>
<td>A2.</td>
<td><strong>Retell and suggest meanings</strong> to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</td>
<td>A3. <strong>Explore and describe</strong> a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</td>
<td>A3. <strong>Explore how and why</strong> individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</td>
</tr>
<tr>
<td>A3.</td>
<td><strong>Recognise</strong> some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B

**Expressing ideas and insights about beliefs and meaning**

<table>
<thead>
<tr>
<th>B1. <strong>Ask and respond to questions</strong> about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2. <strong>Explore questions about belonging, meaning and truth</strong> so that they can express their own ideas and opinions in response using words, music, art or poetry.</td>
</tr>
<tr>
<td>B3. <strong>Notice and respond sensitively</strong> to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.</td>
</tr>
</tbody>
</table>

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**C**

**Investigating and responding to important questions for individuals and community**

<table>
<thead>
<tr>
<th>C1. <strong>Observe and recount</strong> different ways of expressing <em>identity and belonging</em>, responding sensitively for themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2. <strong>Find out about and respond with ideas</strong> to examples of <em>co-operation between people</em> who are different.</td>
</tr>
<tr>
<td>C3. <strong>Find out about questions of right and wrong</strong> and <strong>begin to express their ideas</strong> and opinions in response.</td>
</tr>
</tbody>
</table>

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**C1. **Understand** the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. |

**C2. **Consider and apply ideas** about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. |

**C3. **Discuss and apply their own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. |

---

**B1. **Observe and understand** varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities. |

**B2. **Discuss and present thoughtfully** their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. |

**B3. **Observe and consider** the approach of different religions and other world views to questions of beliefs and meaning. |

---

**B1. **Explain** the impact of religions and other world views on choices and decisions, doing so clearly, reasonably and coherently; evaluate these responses, drawing on a range of introductory level approaches recognised in the study of religion or theology. |

**B2. **Explore** some of the **ultimate questions** that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy. |

**B3. **Consider, analyse and evaluate** a range of approaches to questions of beliefs and meaning. |
### Progress Ladder of skill descriptors towards end of Key Stage 1

<table>
<thead>
<tr>
<th>Lower KS1: Pupils who are working towards achievement of KS1 expectations will:</th>
<th>Upper KS1: Pupils who are securely achieving KS1 expectations will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Knowing and understanding</td>
<td><strong>A</strong> Knowing and understanding</td>
</tr>
<tr>
<td>A1. Recall and name…. Find out meaning of …..</td>
<td>A1. Recall and name different …. Find out meanings of …..</td>
</tr>
<tr>
<td>A2. Retell … Explore and discuss…</td>
<td>A2. Retell and suggest meanings for… Explore and discuss…</td>
</tr>
<tr>
<td>A3. Recognise important …</td>
<td>A3. Recognise and appreciate similarities between…</td>
</tr>
<tr>
<td><strong>B</strong> Expressing and communicating</td>
<td><strong>B</strong> Expressing and communicating</td>
</tr>
<tr>
<td>B1. Ask and respond to questions about….</td>
<td>B1. Ask and respond to questions about…. Identify effect of…</td>
</tr>
<tr>
<td>B2. Explore questions about…</td>
<td>B2. Explore questions about… Express their own ideas</td>
</tr>
<tr>
<td>B3. Notice….</td>
<td>B3. Notice and respond sensitively to similarities and variety…</td>
</tr>
<tr>
<td><strong>C</strong> Investigating and responding to important questions</td>
<td><strong>C</strong> Investigating and responding to important questions</td>
</tr>
<tr>
<td>C1. Notice and recount…</td>
<td>C1. Notice and recount similarities … Respond sensitively…. about…..</td>
</tr>
<tr>
<td>C2. Find out about…</td>
<td>C2. Find out about… Respond with ideas to examples of co-operation between people who are different.</td>
</tr>
<tr>
<td>C3. Respond with answers….</td>
<td>C3. Find out about… Begin to express their ideas and opinions….</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recall, name and talk about</th>
<th>Retell, recognise and find meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notice and ask questions</strong></td>
<td><strong>Notice effects, responding sensitively</strong></td>
</tr>
<tr>
<td>Explore and find out</td>
<td>Begin to express ideas and opinions</td>
</tr>
</tbody>
</table>
### Progress Ladder of skill descriptors towards end of Key Stage 2

<table>
<thead>
<tr>
<th>A</th>
<th>Knowing and understanding</th>
<th>Lower KS2: Pupils who are working towards achievement of KS2 expectations will:</th>
<th>Upper KS2: Pupils who are securely achieving KS2 expectations will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A1. Describe...</td>
<td>A1. Describe and make connections between...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discover more about....</td>
<td>Discover more about...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflect on the importance of.........</td>
<td>Reflect on the meaning of.........</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A2. Describe and understand links between</td>
<td>A2. Describe and understand links between</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond thoughtfully...</td>
<td>Respond thoughtfully to a range of ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A3. Explore and describe...</td>
<td>A3. Explore and describe a range of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand different ....</td>
<td>Understand different perspectives about...</td>
</tr>
<tr>
<td></td>
<td>Describe, discover more and respond thoughtfully</td>
<td>Reflect and make connections between different ideas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Expressing and communicating</th>
<th>Lower KS2: Pupils who are working towards achievement of KS2 expectations will:</th>
<th>Upper KS2: Pupils who are securely achieving KS2 expectations will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B1. Observe and understand varied examples of...</td>
<td>B1. Observe and understand varied examples of...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the importance of...</td>
<td>Explain the meaning of ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B2. Discuss different views...</td>
<td>B2. Discuss and present thoughtfully different views...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apply ideas of their own .....</td>
<td>Apply ideas of their own in different forms...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B3. Observe and consider...</td>
<td>B3. Observe and consider different</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore and show understanding of...</td>
<td>Explore, contrast and compare...</td>
</tr>
<tr>
<td></td>
<td>Observe and suggest reasons</td>
<td></td>
<td>Compare and contrast</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Investigating and responding to important questions</th>
<th>Lower KS2: Pupils who are working towards achievement of KS2 expectations will:</th>
<th>Upper KS2: Pupils who are securely achieving KS2 expectations will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C1. Understand.....</td>
<td>C1. Understand.....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suggest reasons for.....</td>
<td>Suggest reasons for.....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C2. Consider and discuss ideas about</td>
<td>C2. Consider and apply ideas about</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond thoughtfully to ...</td>
<td>Respond thoughtfully to ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C3. Discuss their own and others’ ideas...</td>
<td>C3. Discuss and apply their own and others’ ideas...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond with ideas about...</td>
<td>Respond clearly with their own ideas about...</td>
</tr>
<tr>
<td></td>
<td>Discuss different views and ideas</td>
<td></td>
<td>Respond with a range of own ideas</td>
</tr>
<tr>
<td></td>
<td>Respond with a range of own ideas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Progress Ladder of skill descriptors towards end of Key Stage 3

<table>
<thead>
<tr>
<th>Y7: Pupils who are working towards achievement of KS3 expectations will:</th>
<th>Y8: Pupils who are partially achieving KS3 expectations will:</th>
<th>Y9: Pupils who are securely achieving KS3 expectations will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Knowing and understanding</td>
<td><strong>B</strong> Expressing and communicating</td>
<td><strong>C</strong> Investigating and responding to important questions</td>
</tr>
<tr>
<td>A1 Describe and explain… Give reasons for…</td>
<td>B1 Explain and give reasons for…</td>
<td>C1. Observe and show understanding of… Assess the importance of…</td>
</tr>
<tr>
<td>A2 Express understanding of a range of… Give a considered response to…</td>
<td>B2. Explore and respond, giving reasons</td>
<td>C2. Consider and weigh up issues</td>
</tr>
<tr>
<td>A3 Explore and give reasons for…</td>
<td>B3 Explore and explain diversity in…</td>
<td>C3. Explore and express views with reasons</td>
</tr>
</tbody>
</table>

### Describe and explain, giving a considered response

- **A1** Describe and explain…
- **A2** Express understanding of a range of…
- **A3** Explore and give reasons for…

### Explain influences and impact

- **A1** Explain influences on…
- **A2** Explain range of…
- **A3** Explain how…

### Argue with good evidence

- **A1** Explain…
- **A2** Explain and interpret a range of…
- **A3** Explain how and why differences…

### Weigh up different ideas

- **C1** Observe and show understanding of…
- **C2** Consider and weigh up issues
- **C3** Explore and express views with reasons

### Examine and give well-informed responses

- **C1** Explain differences
- **C2** Examine and evaluate issues
- **C3** Explore and express well-informed views

### Investigate and respond with insight

- **C1** Interpret a range of…
- **C2** Examine and evaluate issues after researching perspectives
- **C3** Explore and express insights using research and reason
<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Partially Achieving KS4 Expectations</th>
<th>Securely Achieving KS4 Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Knowing and understanding</td>
<td>Show detailed knowledge of a range of perspectives, sources and decisions</td>
<td>Analyse different arguments clearly, with supporting evidence</td>
</tr>
<tr>
<td>B Expressing and communicating</td>
<td>Explain evidence coherently, providing a range of examples</td>
<td>Analyse evidence and draw reasoned conclusions</td>
</tr>
<tr>
<td>C Investigating and responding</td>
<td>Raise and evaluate critical questions</td>
<td>Research independently and reflect personal conclusions</td>
</tr>
<tr>
<td>Achievement related to EKSS</td>
<td>Achievement related to level descriptors</td>
<td>Knowing and understanding</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Securely achieving KS4 expectations (Y11)</td>
<td>8</td>
<td>Analyse different arguments clearly, with supporting evidence</td>
</tr>
<tr>
<td>Partially achieving KS4 expectations (Y10)</td>
<td>7</td>
<td>Show detailed knowledge of a range of perspectives, sources and decisions</td>
</tr>
<tr>
<td>Securely achieving KS3 expectations (Y9)</td>
<td>6</td>
<td>Argue with good evidence</td>
</tr>
<tr>
<td>Partially achieving KS3 expectations (Y8)</td>
<td>5+</td>
<td>Explain influences and impact</td>
</tr>
<tr>
<td>Working towards KS3 expectations (Y7)</td>
<td>5-</td>
<td>Explain, giving a considered response</td>
</tr>
<tr>
<td>Securely achieving KS2 expectations (Y6)</td>
<td>4</td>
<td>Reflect and make connections between different ideas</td>
</tr>
<tr>
<td>Partially achieving KS2 expectations (Y4)</td>
<td>3</td>
<td>Describe, discover more and respond thoughtfully</td>
</tr>
<tr>
<td>Securely achieving KS1 expectations (Y2)</td>
<td>2</td>
<td>Retell, recognise and find meanings</td>
</tr>
<tr>
<td>Partially achieving KS1 expectations (Y1)</td>
<td>1</td>
<td>Recall, name and talk about</td>
</tr>
</tbody>
</table>
Applying the Assessment Ladder

The descriptors in the assessment ladder have been applied to the exemplar units of work. However they can be customised by teachers who write or adapt their own.

Four stages to writing your own assessment:

1. **Base the unit on 2-3 aims from the syllabus**
   Choose the 2-3 aims on which your key question and unit of work is based. There are three main aims to the syllabus and each of these has three sub divisions: A1-3, B1-3, C1-3.

2. **Choose the appropriate skill descriptors**
   What level of skill are you looking for? For example, for Year 6 look for end of key stage 2, for Year 4 look for Lower Key stage 2). Choose some of the appropriate descriptor stems or look at the broad summary in the coloured panels.

3. **Link the skills to the content**
   Link these descriptors to the specific topics in the unit of work. These will then show statements for pupils working at the expected level.

4. **Differentiate expectations for different abilities**
   Repeat for pupils working above or below the expected levels by looking at the descriptors above or below. For example, for Y6 look at Lower key stage 2 & Year 7.
Non-statutory exemplar units of work

Below is a list of non-statutory exemplar units of work. Taken together, they will fulfil syllabus requirements. However, schools are encouraged to develop their own curriculum based on the statutory requirements and other guidance in this syllabus. The exemplar units of work may be used, adapted or supplemented as appropriate. Material has been included from primary and secondary teachers in Calderdale and Kirklees and also from RE Today Services and Pennine Learning. These are acknowledged and attributed below. The units of work are often accompanied by some resources for teaching and learning. These can all be found in separate on line files. For information on how to subscribe to these please contact Enquiries.learningservices@kirklees.gov.uk

<table>
<thead>
<tr>
<th>EYFS</th>
</tr>
</thead>
<tbody>
<tr>
<td>F.1 Where do we live and who lives there?</td>
</tr>
<tr>
<td>F.2 How do Christians celebrate at Christmas?</td>
</tr>
<tr>
<td>F.3 What makes a good helper?</td>
</tr>
<tr>
<td>F.4 What can we see in our wonderful world?</td>
</tr>
<tr>
<td>F.5 Who and what are special to us?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KS1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Which books and stories are special?</td>
</tr>
<tr>
<td>1.2 What does it mean to belong to a church or a mosque?</td>
</tr>
<tr>
<td>1.3 Why do we care?</td>
</tr>
<tr>
<td>1.4 How do we celebrate special occasions?</td>
</tr>
<tr>
<td>2.1 How do people pray?</td>
</tr>
<tr>
<td>2.2 How do Christians and Muslims celebrate new life?</td>
</tr>
<tr>
<td>2.3 How can we make good choices?</td>
</tr>
<tr>
<td>2.4 How can we work together to take care of our planet?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 How are beliefs expressed through arts?</td>
</tr>
<tr>
<td>3.2 What do creation stories tell us about our world?</td>
</tr>
<tr>
<td>3.3 What does it mean to be a Jew?</td>
</tr>
<tr>
<td>3.4 What do Christians believe about a good life?</td>
</tr>
<tr>
<td>4.1 What faiths make up our community and how can we ensure that everyone belongs?</td>
</tr>
<tr>
<td>4.2 Who can inspire us?</td>
</tr>
<tr>
<td>4.3 How are important events remembered in ceremonies?</td>
</tr>
<tr>
<td>4.4 What words of wisdom can guide us?</td>
</tr>
<tr>
<td>5.1 Why are some places and journeys special?</td>
</tr>
<tr>
<td>5.2 What do Muslims believe about a good life?</td>
</tr>
<tr>
<td>5.3 Should we forgive others?</td>
</tr>
<tr>
<td>5.4 What matters most to believers?</td>
</tr>
<tr>
<td>6.1 What does it mean to be a Sikh?</td>
</tr>
<tr>
<td>6.2 Can charity change the world?</td>
</tr>
<tr>
<td>6.3 What is compassion?</td>
</tr>
<tr>
<td>6.4 What is important to Christians?</td>
</tr>
</tbody>
</table>
### KS3

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>What is religion?</td>
</tr>
<tr>
<td>7.2</td>
<td>How do Buddhists see life?</td>
</tr>
<tr>
<td>7.3</td>
<td>Does religion challenge injustice and poverty?</td>
</tr>
<tr>
<td>7.4</td>
<td>Living in multi faith Britain: How can we build a more inclusive society?</td>
</tr>
<tr>
<td>7.5</td>
<td>What makes a good leader?</td>
</tr>
<tr>
<td>8.1</td>
<td>What do Hindus believe?</td>
</tr>
<tr>
<td>8.2</td>
<td>How and why should we care for the planet?</td>
</tr>
<tr>
<td>8.3</td>
<td>How can art express spirituality?</td>
</tr>
<tr>
<td>8.4</td>
<td>Should human beings use animals?</td>
</tr>
<tr>
<td>8.5</td>
<td>What is marriage and how is it celebrated?</td>
</tr>
<tr>
<td>9.1</td>
<td>How does growing up bring responsibilities and commitments?</td>
</tr>
<tr>
<td>9.2</td>
<td>Can you be good without God?</td>
</tr>
<tr>
<td>9.3</td>
<td>How do beliefs affect death and mortality?</td>
</tr>
<tr>
<td>9.4</td>
<td>What does it mean to welcome and belong?</td>
</tr>
<tr>
<td>9.5</td>
<td>Does religion promote or prevent equality?</td>
</tr>
</tbody>
</table>

### KS4

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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>What does Ramadan mean to Muslims?</td>
</tr>
<tr>
<td>10.2</td>
<td>How are Quakers different?</td>
</tr>
<tr>
<td>10.3</td>
<td>How do people work for peace?</td>
</tr>
<tr>
<td>10.4</td>
<td>Does religion cause or solve conflict?</td>
</tr>
<tr>
<td>10.5</td>
<td>Can you believe in God today?</td>
</tr>
<tr>
<td>10.6</td>
<td>What is the nature of God for religious believers?</td>
</tr>
<tr>
<td>10.7</td>
<td>What are human rights what do religions have to say about these?</td>
</tr>
<tr>
<td>10.8</td>
<td>Can beliefs ever justify violent extremism?</td>
</tr>
<tr>
<td>10.9</td>
<td>How can we make the world a fairer place?</td>
</tr>
<tr>
<td>10.10</td>
<td>Is there a connection between religion, citizenship and the state?</td>
</tr>
</tbody>
</table>
Acknowledgements and Notes

Exemplar units of work have been compiled and edited by Pennine Learning with many contributions from colleagues listed below. A number of units have also been commissioned from RE Today Services.

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ONE WORLD
Everyone different
Everyone matters

Samantha Ray Whippey, Savile Park Primary