

Barnet Syllabus for Religious Education This syllabus was adopted at the November 2018 SACRE meeting, for implementation from September 2019. It replaces the syllabus of 2012 & will next need to be reviewed in 2024.

Introduction

Barnet is one of the most religiously diverse Boroughs in England. This diversity provides a rich heritage. It enables children and young people to learn from each other, and from the religious and ethical experiences of Barnet's people. There is also great diversity within the individual religions represented in Barnet and followers come from many different cultures and traditions. Faith informs many cultural practices & traditions. It is important that this diversity and the relationship between religion and cultures is recognised and discussed in our schools.

Movement is a fact of life for many of our children and young people. This can mean travelling into Barnet from another borough or vice versa for their schooling. Many young people have migrated here from all over the world and some return to their place of birth for extended periods.

The agreed syllabus has been designed to enable schools to provide an exciting and progressive curriculum to empower everyone to learn about and learn from religion and human experience. It has been organised using Key Questions and Religious Themes to develop children and young people's understanding of common human and religious experiences. It includes the specific skills that RE develops and the technical vocabulary needed for an in-depth study. RE also supports the Creative Curriculum by exploring the many examples of artistic expression inspired by religious belief.

The syllabus will be intellectually demanding for every age group. It has been designed to support the personal development of each pupil. This syllabus will assist children and young people in understanding the world of the twenty first century and in making informed decisions about their future as individuals, and as local and world citizens. It is important that Additional Educational Needs are addressed so that all students receive the necessary support in accessing this curriculum.

It has been developed to meet the requirements of the Education Reform Act 1988 in reflecting that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented. The syllabus aims to make a significant contribution to pupils' spiritual, moral, social and cultural understanding by providing a balance of teaching between knowledge of religious beliefs and values and exploration of human experiences upon which individuals and groups base their search for meaning and purpose. Good R.E. teaching will support children to have a balanced & critical view of how religion is portrayed in the media. All jobs that involve working with people require an accurate knowledge & understanding of the role that religion plays in many peoples' lives. British Values is a key element in R.E. teaching and supports the spiritual, moral, social & cultural development of all pupils

highlighting democracy, the rule of law, individual liberty & mutual respect for those with different faiths & beliefs. To be an informed & engaged citizen understanding the central role that religion plays in many peoples' lives is an important aspect.

Issues that must be considered in using the syllabus

One of the most important areas that schools need to consider in their long-term planning is the balance of religions included in schemes of work to ensure that at the end of each Key Stage pupils have had the opportunity to encounter examples from different faiths and beliefs. The study of Christianity needs to be included at all Key Stages. Advice on planning will be included in the guidelines. This syllabus has been arranged thematically and it is essential that pupils encounter all the major faiths in their school career. Barnet is the second most religiously diverse borough in England and most classrooms will have pupils from many religious backgrounds. It has great resources to support teachers these include pupils, parents, the school community and the wider community including the many religious and cultural institutions in Barnet. According to the latest census data (2011) & other data Barnet has the following faiths, beliefs & worldviews represented in our schools:

Alevism
Bahai
Buddhism
Christianity
Hinduism
Humanism
Islam
Jainism
Judaism
Rastafarianism
Shinto
Sikhism
Zoroastrianism

Within all these religions there are often different groups and perspectives. Due to the number of people within each of the religions represented in Barnet there may well be different perspectives in each classroom. It is therefore important to be aware of the ways in which this diversity can be shown in approaches to worship and other aspects of religious life. The syllabus needs to be inclusive and in all classrooms there will be children and young people from secular backgrounds. All units should begin with common human experiences and then the religious experiences of the class. Examples studied should represent a balanced range of traditions including

children, women and men from a variety of cultures, traditions and countries.

Barnet's Agreed Syllabus and The Law.

Under the Education Act 1996 schools must provide religious education (RE) for all registered pupils, although parents can choose to withdraw their children. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus. Each agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain. Pupils who attend special schools should be taught religious education 'so far as it is practicable'. Education Act 1981.

Providing opportunities for Collective Worship will not fulfil the law for delivering Religious Education.

Time for RE

Barnet Agreed Syllabus Conference (ASC) recommends a minimum of one hour per week devoted specifically to Religious Education.

Aims of Religious Education

The aim of Religious Education in the Agreed Syllabus is to enable students to explore the nature of religion and fundamental questions of human experience.

Religious Education should therefore help pupils to:

- develop and extend knowledge and understanding of Christianity and other world faiths, and of ethical beliefs
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- enhance and reflect on their own spiritual, moral, social and cultural development
- grow in confidence in their own faith and respect those with a faith different from their own
- develop a positive attitude to living in a religiously diverse society

- develop the ability to make reasoned and informed judgements about religious and moral issues.

Why is RE important? (Material produced by the Religious Education Council).

- It is relevant for all children, whatever their religion or beliefs
- It teaches understanding of world religions and beliefs
- It shows how religion influences individuals, families, communities and cultures
- It explores the political and social impact of religion today & in the past
- It encourages reflection on issues of justice and truth
- It provokes questions about the meaning of life
- It offers opportunities for personal reflection
- It develops and affirms personal identity and responsible citizenship
- It prepares children for adult life

RE can help:

- Promote respect for self and others
- Contribute to an understanding of history and culture
- Enhance our understanding of global affairs
- Develop personal well-being and happiness
- Safeguard ethical standards in public life
- Generate social and community cohesion
- Tackle extremism and religious discrimination

RE in British Schools is:

- Admired & copied across the world
- About modern belief

- A chance to learn about religion without feeling pressured
- Intellectually rigorous
- Up to date, relevant & enjoyable

The Big Picture

Foundation	KS1	KS2	KS3	KS4	Sixth form RE
Myself Belonging	Special places in the home and the community	Religion and the individual Religion, family and community (places of worship) Pilgrimage and	Interfaith dialogue Global issues Religion and Science	To follow the short or full course Religious Studies examination specification provided by one of the awarding bodies.	Contemporary issues for religion <ul style="list-style-type: none"> • Diversity and Equality • The Individual and personal quest for meaning • Ethics and relationships • Social and Environmental Responsibility.

Foundation	KS1	KS2	KS3	KS4	Sixth form RE
		sacred places			
	<p>Story</p> <p>Celebration</p> <p>Symbols</p>	<p>Teaching and Authority (sacred texts)</p> <p>Worship</p> <p>Journey of Life and death</p> <p>Symbols and religious expression</p>	<p>Authority</p> <p>Beliefs and concepts</p> <p>Expressions of spirituality</p>		<p>Aspects of religion and</p> <ul style="list-style-type: none"> • Psychology • Science • Arts
	Leaders and teachers	Inspirati	Ethics and relationships		Philosophy of religion

Foundation	KS1	KS2	KS3	KS4	Sixth form RE
	Believing	onal people Beliefs Beliefs in Action	Rights, responsibilities and coming of age.		

Foundation stage – Myself

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What makes me unique and special? To whom am I special?</p> <p>Why our name was chosen?</p> <p>How do we celebrate our uniqueness?</p> <p>What are the important stages in our lives, focussing on birth customs?</p>	<p>To understand that everyone is a unique human being and is special</p> <p>To explore a range of celebrations, worship and rituals in a religion noting similarities and differences</p> <p>To understand that religions mark birth with special ceremonies and symbols.</p>	<p>Symbolism and meanings of names of children in the class</p> <p>Names and naming in at least two religions. Compare and contrast the ceremonies.</p> <p>Birthdays of two religious figures.</p>	<p>Symbolism of birth ceremonies</p> <p>Explore how birth ceremonies express beliefs, feelings and emotions and understand that this is the first step in their journey of faith.</p> <p>Appreciate the value of celebrations and the marking of special events in people’s lives.</p>	<p>Pupils can recognise the key features of birth ceremonies. They can retell, discuss, draw, write about or role play, what is interesting and of value to themselves and others</p> <p>Pupils can ask questions about, and respond sensitively to, their own and others experiences and feelings</p>

Foundation stage – Belonging

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What makes us unique and special? Who is special to me?</p> <p>What groups do people belong to?</p> <p>What does it mean to belong to a family?</p> <p>What does it mean to belong to a community?</p> <p>What does it mean to belong to a religious community?</p> <p>Why belonging is important?</p>	<p>To make links with belonging to a family, neighbourhood and a religion.</p> <p>To understand what a family is and that there are different types of families</p> <p>To understand how family members care for one another</p> <p>To know that there are special people in their lives</p>	<p>What does it mean to belong to a family? A secular perspective?</p> <p>What does it mean to belong to a religion?</p> <p>Study two religious ceremonies from two different religions that are celebrated in the home and in the community</p>	<p>Identify and discuss the support that belonging to a group - friendship, family, religious - can give to individuals.</p> <p>Reflect on and consider religious feelings, experiences and concepts such as worship, wonder, praise, thanks, joy and sadness</p>	<p>Pupils can identify special people in their lives and describe why certain people are important to them</p> <p>Pupils can describe a variety of religious ceremonies in the home and in the community.</p>

Key Stage 1 – Beliefs

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What do people believe about God, humanity and the natural world?</p> <p>How do these beliefs affect the way we live our lives and care for our world?</p> <p>Why do we need rules?</p> <p>What is the difference between right and wrong behaviour?</p> <p>Why is prayer important?</p> <p>How do faith groups show their belief in God?</p>	<p>To understand that we all have beliefs about the world and these inform how we think we should behave.</p> <p>To know that religious people have beliefs on many issues and these affects the choices they make.</p> <p>To identify issues facing the local environment and understand the importance of caring for the world.</p>	<p>Why we need rules and where they come from - in school, in society and in religion.</p> <p>Ideas of right and wrong Codes of conduct in different religions</p> <p>What religions teach about: truth, honesty, respect for the world and the environment, and kindness towards other people and animals</p> <p>Stories from the faiths to be used as examples.</p>	<p>Reflect on ideas of right and wrong and their own and others responses to them</p> <p>Justice and fairness concerning the rights of others.</p> <p>Ask and respond imaginatively to puzzling questions</p> <p>Reflect about their own responses to their environment and that of those around them</p>	<p>Pupils can recall elements of the stories that include beliefs/ideas</p> <p>Pupils can discuss the importance of, and the need for, rules. What is right and wrong behaviour?</p> <p>Pupils can reflect on the rules in different religions.</p> <p>Pupils can identify what is of value and concern to themselves and others</p> <p>Pupils can talk about their own experiences, feelings and what they find interesting and puzzling.</p>

Key Stage 1 – Stories and Special Books

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What is their special book and why?</p> <p>What are the holy books associated with different faiths?</p> <p>Why are they important to their communities and faith groups?</p> <p>What stories do they contain?</p>	<p>To understand why books are special to pupils and others.</p> <p>To hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.</p> <p>To understand why these writings are important and special to the various religious communities</p> <p>To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.</p>	<p>A consideration of their own special book and stories.</p> <p>An identification of key religious texts. Compare and contrast how they are used in two religious traditions.</p> <p>An exploration of a range of religious stories and sacred writings and talk about their meanings</p> <p>An understanding of how religious books are used in two or more faith communities.</p>	<p>Exploring which books and stories are special to them and why</p> <p>Understand that religious teachings and ideas are linked to religious books and make a difference to individuals, families and the local community</p> <p>The importance of treating sacred texts with sensitivity and respect in relation to two religious traditions.</p>	<p>Pupils can listen to and reflect upon stories with a group of other people</p> <p>Pupils can retell religious stories and suggest meanings to these stories.</p> <p>Pupils can name religious texts and identify some of their key features and make comparisons.</p> <p>Pupils can give reasons why religious books are important and are treated with respect by faith groups.</p>

Key Stage 1 – Symbols

Key Questions and concepts	Learning objectives	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment
<p>What symbols do we use in everyday life?</p> <p>Why do we use symbols?</p> <p>What symbols do religions use and why?</p> <p>How and why symbols express religious meaning?</p>	<p>To understand why signs and words are special.</p> <p>To identify the symbols that religions use</p> <p>To understand the use of symbol in the stories.</p>	<p>Use a range of religious words associated with religious artefacts, places of worship and special times.</p> <p>Discuss symbolism in different religions.</p>	<p>Reflect on how religious symbols are used and their meanings.</p> <p>Discuss the importance that symbols hold for the faith communities.</p>	<p>Pupils can identify and suggest meanings for a variety of religious symbols and understand why they are important to faith groups.</p>

KS1 – Special Places

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What makes a place special?</p> <p>What makes a place feel special?</p> <p>What are special places for religious people?</p> <p>What happens in places of worship?</p>	<p>To understand that we all have or own special places.</p> <p>To understand that religious people have special places in the home and in the community where they worship.</p>	<p>Learning that religions have special places for people to worship.</p> <p>Describe special places from two religions</p> <p>Identifying key features of a sacred place in the home in two religions</p> <p>Visit a place of worship and identify key features.</p>	<p>Illustrate and describe their special place</p> <p>Identify feelings associated with their special place – either on their own or with others</p> <p>Reflect on the importance for the believers in the special places they have studied</p>	<p>Pupils can recall the places which are special to religious groups and that the key features that reflect beliefs</p> <p>Pupils can appreciate the emotions associated with places of spiritual and religious significance and reflect upon their own feelings.</p>

Leaders and Teachers KS1 – Special people

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>How do people help us lead our lives?</p> <p>Who do we admire and why?</p> <p>What leaders are important in religion?</p> <p>Who are the religious leaders from the faiths in our class?</p> <p>What did they believe about God?</p> <p>How did this affect the way they lived their lives?</p> <p>What special stories are there about these religious leaders?</p>	<p>To understand who is special to them and to others</p> <p>To understand the point of view of people who belong to a religious group</p> <p>To know about key people who are important because of their influence in the founding and development of different faiths.</p>	<p>Identify and name the religious leaders from the faiths represented in their class</p> <p>Discuss what the religious leaders taught about what is important in life</p> <p>Discuss special stories about two key religious leaders.</p>	<p>Discuss why these people are considered to be special guides.</p> <p>Think about the behaviour of the followers of different religions.</p> <p>Discuss why people are special to themselves and to others</p>	<p>Pupils can recognise the importance of religious leaders.</p> <p>Pupils can use words, phrases and labels to identify religious leaders</p> <p>Pupils can recognise those people who are special to them in their daily lives and explain why?</p>

Celebrations KS1- Special times

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What events do we celebrate?</p> <p>What religious festivals are celebrated?</p> <p>Why and how do we celebrate religious festivals?</p> <p>What are the similarities and differences between the celebrations of festivals?</p>	<p>To hear stories and learn about special occasions which are celebrated</p> <p>To understand that religious believers celebrate important occasions with rituals and festivals</p>	<p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences.</p> <p>Learn about celebrations in the home and in a place of worship from at least two faith communities</p>	<p>Exploring how religious festivals express beliefs, feelings and emotions</p> <p>Appreciating the value of celebrations and religious festivals for different faith communities.</p>	<p>Pupils can name important festivals in different religions</p> <p>Pupils can explain the significance of festivals and their importance to believers.</p>

Key Stage 1

Experiences and opportunities:

- Visiting places of worship and focussing on symbols and feelings
- Listening and responding to visitors from local faith communities
- Using their sense and having time for quiet reflection
- Using art and design, music, dance and drama to develop their creative talents and imagination
- Sharing their own beliefs, ideas and values and talking about their feelings and experiences
- Beginning to use ICT to explore religions and beliefs as practised in the local and wider community

KS2 Religion and the individual

Concepts and Questions	Learning Objectives	AT1 Learning About Religion	AT2 Learning from Religion	Outcomes and Assessment
<p>What does it mean to belong to a religion?</p> <p>What is expected of you?</p> <p>Does it affect what you eat? How you organise your day?</p> <p>What you wear? When and where you worship?</p> <p>What are the restrictions? What are the benefits?</p>	<p>To understand what it means for an individual to belong to a faith.</p> <p>To understand how religious identity is developed through dress and personal symbols</p> <p>To understand that there are similarities and differences in the ways in which faiths express and interpret these ideas.</p>	<p>Study examples from two or more religions and look at what it means to belong to a faith</p> <p>Visitors from local faith groups talk about what it means to belong to a particular faith looking at daily routines and patterns.</p>	<p>Thinking about the variety of ways in which commitment to following a religion are shown</p> <p>Reflecting on what it means to follow a religion What challenges does it pose? What support does it give?</p> <p>Reflect on similarities and differences between the two religions studied.</p>	<p>Pupils can understand the impact that religion has on individuals' lives and the differences it makes to the way they organise their time, their choices and behaviour.</p> <p>Pupils can write an imaginary interview with a member of a minority religious community referring to the beliefs which sustain them</p> <p>Pupils can give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences us.</p>

KS2 Religion, family and the community. Places of worship

Concepts and Questions	Learning Objectives	AT1 Learning About Religion	AT2 Learning from Religion	Outcomes and Assessment
<p>What makes time and places special?</p> <p>How religious families and communities practice their faith, and the contributions they make to local life?</p> <p>What places of worship are there in the area near the school, in Barnet and in the world?</p> <p>What happens in those places of worship?</p> <p>What do the individual places of worship teach us about those religions?</p> <p>Does religion make a difference to our community?</p>	<p>To understand that religion plays an important role in day to day life in Barnet and in the world.</p> <p>To know that religious beliefs are expressed using a variety of forms and symbols</p> <p>To understand the links between faith and the key aspects of the places of worship</p> <p>To know the variety of activities that happen in places of worship.</p>	<p>Investigate the significance of religion in a local context</p> <p>Study at least two places of worship with a focus on the special nature of religious buildings, specialist vocabulary and the codes of conduct expected at these place and similarities and differences.</p> <p>Visit at least one local place of worship.</p>	<p>Consider and reflect on what it means to belong to a faith community</p> <p>How a place, and the symbols contained within it, might facilitate worship and a sense of belonging.</p> <p>Discussing their own and others views</p>	<p>Pupils can: make links between religious beliefs, ideas and feelings associated with local, national or international sites</p> <p>Pupils can use religious vocabulary to name parts and artefacts of a religious building and describe their functions for the worshipping community</p> <p>Pupils can show how religious beliefs, ideas and feelings can be expressed through special places, explaining some symbolism.</p>

KS2 Sacred Texts- Teaching and Authority

Concepts and Questions	Learning Objectives	AT1 Learning About Religion	AT2 Learning from Religion	Outcomes and Assessments
<p>Favourite books and stories why do we value them?</p> <p>What are the sacred texts and sources that inform religions?</p> <p>What do these sacred texts and other sources say about:</p> <ul style="list-style-type: none"> ❖ God? ❖ The world? <p>How do people think the world was made?</p> <ul style="list-style-type: none"> ❖ Human life? 	<p>To explore a range of religious stories and sacred writings about God, the world and how we should treat it and human life.</p> <p>To understand that there are similarities and differences in the answers that faiths give to questions and the ways in which faiths express and interpret ideas.</p>	<p>Interpret religious stories from at least two different religions about God, the world and creation and how we should treat others.</p> <p>Make links between beliefs and sources including religious stories and sacred texts and describe differences and similarities both within and between religions.</p>	<p>Discuss why these books are important to the faith communities.</p> <p>Ask important questions about religion and beliefs, making links with their own and other responses.</p> <p>Reflect on religious books as sources of inspiration in the lives of others.</p>	<p>Pupils can name key religious texts and sources</p> <p>Understand the nature and use of these books for those who regard them as sacred.</p> <p>Identify stories which enable believers to answer difficult questions about God, the world and human life</p> <p>Reflect on their own beliefs and the sources on which they are based.</p>

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KS2 Beliefs and Questions

Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments
<p>How do peoples' beliefs affect the way they live their lives? Rules- why do we need them?</p> <p>How do beliefs about God, the world and others inform the choices individuals make in living their lives?</p> <p>What do religions say:</p> <ul style="list-style-type: none"> • About right and wrong? • Truth and honesty 	<p>To understand that all people have values and beliefs that inform their actions.</p> <p>To understand the ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make.</p>	<p>Study two or more religions and discover how their beliefs affect the ways in which individuals live their lives.</p> <p>Make connections between their own and others beliefs and values and how these affect the ways in which individuals interpret and relate to the</p>	<p>Identify what matters to them and others, including those with religious commitments and communicate their responses</p> <p>Reflect and compare the ways that religions and beliefs teach about right and wrong their own and others responses to them.</p>	<p>Pupils can recall the beliefs about God the world and other people and understand the ways in which they affect the ways in which people live their lives and the choices they make.</p> <p>Can consider questions and issues about the environment and creation from their own standpoint and compare it with those from other beliefs.</p> <p>Can reflect and consider the power and beauty of nature; events within and beyond</p>

<ul style="list-style-type: none"> • Forgiveness • How we should look after the world? • How we should care for each other? <p>What is the good life?</p>		world.		human control; human dependence on the earth's resources and care and respect for the world.
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KS2 Journey of life and death

Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments
<p>Where do we come from and where do we go?</p> <p>What is life?</p> <p>What is life like?</p> <p>What happens when we die and is there life after death?</p>	<p>To understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>To understand the different beliefs about life after death and what teachings they are based upon</p>	<p>Study the ways that religions see life as a journey.</p> <p>Study marriage and death ceremonies in at least two religions.</p>	<p>Reflect on what it means to see life as a journey</p> <p>Discuss their own and others' views of the purpose of life and whether there is life after death expressing their own ideas</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> ❖ understand why rites of passage are important to religious believers. ❖ concentrating on marriage and death ceremonies ❖ identify the symbols and key concepts <p>Ask why many people believe in life after death and give their own views on life after death;</p> <p>Compare their views with a particular religious view.</p>

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KS2 Pilgrimage and Sacred places

Concepts and Questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment
<p>What are some of the wonders of the world today?</p> <p>What and where are the sacred places associated with religion? Locally? Nationally? Globally?</p> <p>Why do millions of religious believers travel to sacred places?</p> <p>What does the experience mean to them?</p>	<p>To understand why people make special journeys.</p> <p>To explore the variety and importance of sacred spaces in the local and wider community</p> <p>To understand why these places are of religious significance to the particular faith groups</p>	<p>Investigate the significance of religion in the local, national and global communities</p> <p>Study the sacred places from at least two religions and identify the similarities and differences</p> <p>Visitor talks about going on a pilgrimage or special</p>	<p>Understand that going on a journey can often change how people look at life</p> <p>Recognise how religious commitment can be shown in a variety of ways</p> <p>Reflect on sources of inspiration in their own and others' lives</p>	<p>Pupils can: Describe the journey a religious believer goes on to visit a sacred place and why.</p> <p>Reflect on the importance of sacred spaces to religious believers.</p> <p>Reflect on the important places in their lives and why they are of significance.</p>

Does it change them and their attitude towards religion?		journey		
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Key Stage 2 Inspirational People

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment
<p>What people inspire us?</p> <p>Why are these people inspirational?</p> <p>Who do religious people regard as inspirational?</p> <p>Why were their lives of such significance?</p> <p>What did they do and why was it important?</p> <p>How do people follow their</p>	<p>Develop knowledge of the religious leaders of the world</p> <p>Understand the position in the local community of religious leaders and other members of the community.</p> <p>To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by</p>	<p>Investigate the significance in at least two religions the religious leaders locally, nationally and globally and their relationship to their followers.</p> <p>Invite a religious leader into school and learn about their role and work in the local community.</p>	<p>Reflect on people as sources of inspiration in their own and other people's lives.</p> <p>Reflect on how these people influence us and others in the ways they lead their lives and their values and aspirations</p>	<p>Pupils can: Recall they key events in religious leaders lives and understand why their example are still followed by believers today</p> <p>Identify the similarities and differences in these leaders' lives</p> <p>Understand the importance of inspirational people can be to our own and other</p>

example today?	people today.			peoples' lives
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KS2 Worship

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments
<p>What occasions inspire and influence people?</p> <p>What how and why do we celebrate and commemorate?</p> <p>What religious festivals are celebrated and why?</p> <p>How are beliefs and values expressed through worship?</p>	<p>To understand the different ways that religious groups worship</p> <p>To identify the symbols and artefacts used in worship</p> <p>To understand some of the differences within and between religions in their approach to worship and its</p>	<p>Describe the varieties of worship in at least two religious traditions</p> <p>Identify symbols and any artefacts that may be used</p> <p>Listen to a personal story of a believer and how they conduct their daily worship</p>	<p>Reflect on what it means to belong to a faith community</p> <p>Communicate their own and other peoples' responses recognising that religious commitment can be shown in a variety of ways</p>	<p>Pupils can: Understand that there are connections between their personal experiences and those of others and can say what influences their lives</p> <p>Identify and describe the similarities and differences within and between religions regarding worship.</p>

	significance.			Show how beliefs and religious ideas and feelings can be expressed in a variety of forms explaining the link between beliefs symbols and worship.
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KS2 Beliefs in Action

Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments
<p>How do religions and beliefs respond to global issues of:</p> <p>Human rights?</p> <p>Justice and fairness?</p> <p>Social justice?</p> <p>The importance of the environment?</p>	<p>To identify and understand the responses of religions and beliefs to global issues</p> <p>To identify and explain the similarities and differences within and between religions in their responses</p>	<p>Describe and understand the religious and other responses to ultimate and ethical questions Using at least three religions as examples</p> <p>Identify and begin to describe the similarities and differences within and between religions on the issues.</p>	<p>Discuss their own and other peoples' responses to these issues</p> <p>Reflect on the challenges that these issues pose for everyone</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • make links between values and commitments • make links with beliefs and actions • ask a range of questions about choices and decisions in relationship to stewardship and interdependence

				<p>suggest what moral and or religious implications might be involved</p> <ul style="list-style-type: none">• write a report on one of these issues interviewing key people in the debate including religious views and their potential impact of those views on their own and other peoples' lives.
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Key Stage 2– Symbols

Key Questions and concepts	Learning objectives	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment
<p>Recap the KS1 material</p> <p>In what ways do religions express religious meaning through symbolic:</p> <ul style="list-style-type: none"> • actions • artistic expression • words • objects <p>How and why are symbols important in expressing religious meaning?</p>	<p>To identify & understand the variety of symbols that different religions use to express meaning</p> <p>To compare two different religious symbolic expressions & look for similarities & differences.</p> <p>Reflect on the importance of symbolism in the lives of worshippers.</p>	<p>Use a range of religious words associated with</p> <ul style="list-style-type: none"> • religious artefacts, • artistic expression, • symbolic words • symbolic actions <p>Identify similarities & difference.</p>	<p>Reflect on the variety of ways that religious symbols are used and their meanings.</p> <p>Discuss the importance that symbols hold for the faith communities today.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • identify and describe a variety of religious symbols, • suggest meanings • and understand why they are important to faith groups. today

Key Stage 2 Experiences and Opportunities

To be included in terms of experiences and opportunities:

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

At the end of Key Stage 2 pupils should be able to:

- know and understand what it means to come from a religious background
- understand that religion is often of great personal significance to individuals
- explore some of the myths that surround religions
- appreciate that religions are diverse, there are often many groups within religions
- know that religions are global
- appreciate that religion is part of life in Barnet and London
- have had the opportunity to visit some places of religious interest in the Borough;
- have met people from a number of faith groups

Key Stage 3

Introductory Activity

What do we know and understand about the religions we have studied in our primary school?

What religions do we have represented in our school?

- My identity and my beliefs - a belief tree
- Our class identity graph/ survey and compare to the profile of the school
- An activity that looks at the ways in which religions are often stereotyped use examples and photographs and discuss the dangers that this poses.
- Religious trail in the local area
- Pulling together with the pupils answering Is religion relevant in our area

What do we know about religion in Barnet?

Look at the census data & material on the Barnet website.

Discuss the fact that Barnet is the second most religiously diverse area in Britain

What are the advantages with this?

What religions do we have represented in our area maybe looking at a square mile in Barnet?

Do the religious groups talk to each other?

Within which groups in Barnet does Inter- faith dialogue takes place? Research.

What do they do?

Why is it important?

An activity that we could include: If you were holding a meeting where all the religious groups in Barnet were going to come to discuss a topic what rules/ behaviour do you think they would have to agree to make sure that no one was offended and that people listened to each other respectfully? Perhaps have a series of statements and as a group decide which ones would be necessary to have a debate. Then perhaps discuss whether these are the same attitudes that need to be agreed in the classroom and these could be put on the wall as the rules. (A bit like circle time)

Key Stage 3 Interfaith Dialogue this unit forms part of the introductory materials

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>A study of relationships, conflicts and collaboration within and between religions and beliefs. What dialogue exists between the faiths in Barnet? Who belongs to the Multi faith forum? What does the Multi faith forum do?</p>	<p>To understand that dialogue exists within and between faiths and beliefs</p> <p>To be able to explain why this dialogue is important in developing understandings and cooperation.</p>	<p>Analyse the role inter-faith dialogue plays in</p> <ul style="list-style-type: none"> ❖ Barnet ❖ Britain ❖ the world <p>Invite a speaker to talk about this work.</p>	<p>Reflect on the importance of dialogue within and between faith groups</p> <p>Reflect on what it means to live in a religiously diverse country: challenges and opportunities. Compare religious dialogue with secular dialogue what are the differences and similarities?</p>	<p>Identify the areas of discussion that are taking place within and between faith groups</p> <p>Evaluate the work of local groups</p> <p>Give their personal view with examples of why inter faith dialogue is important today</p>

Key Stage 3 Beliefs and Concepts

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment Pupils can:
<p>What can be proved in Life?</p> <p>What is “truth”?</p> <p>Is there an ultimate being?</p> <p>Why do people suffer?</p> <p>What happens to us when we die?</p> <p>Beliefs about death and the questions it raises.</p>	<p>To understand that there are different kinds of truth e.g. Scientific, historical, moral, aesthetic, spiritual, theological</p> <p>To understand that there are the different types of proof. (For example rational, scientific, religious.)</p> <p>To understand the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life and life after death.</p>	<p>Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy in at least two or more religions</p> <p>Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions using examples from at least two religions.</p> <p>Beliefs about death funeral practices, religious beliefs in at least two religions.</p>	<p>Reflect on the relationship between beliefs teachings and ultimate questions communicating their own ideas and those of others using reasoned argument</p> <p>Express their own ideas using a variety of forms of expression</p>	<p>Use reasoning and examples to express insights into their own and others’ views on questions of the search for truth and beliefs about suffering and death</p> <p>analyse and compare evidence and arguments as well as different forms of expression in presenting a clear picture of how people express their religious and spiritual beliefs</p> <p>use a wide range of religious and philosophical vocabulary</p> <p>recognise the power and limitation of language in expressing religious ideas and beliefs</p>

Key Stage 3 Authority, Purpose and Meaning

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>What does authority mean to you?</p> <p>What do religions teach about authority?</p> <p>How do they inform believers' lives?</p> <p>Do people make a difference to the world?</p>	<p>To understand:</p> <ul style="list-style-type: none"> ❖ that there are different types of authority ❖ that individuals make a difference to the world <p>(key figures studied should represent a balanced range of traditions including children, men and women from a variety of cultures and countries)</p>	<p>Authorities: how they inform and shape our lives</p> <p>Looking at two religions or more and their sources of authority and how they inform believers lives</p> <p>To study the impact of at least two key historical or deistic religious figures and key religious exemplars in the 20th and 21st centuries</p>	<p>Reflect on what authority means in our lives and in the lives of others</p> <p>Investigate the key ways in which religions reinforce their authority. Compare this with non religious/ secular authority.</p>	<p>Compare and contrast some religious beliefs, ideas and teachings and identify those shared with religions.</p> <p>explain and compare religious, non-religious and their own views about the value of human identity and experiences with supporting arguments and evidence</p>

Key Stage 3 Rights and responsibilities

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>What does it mean to be an adult?</p> <p>What do religions and beliefs say about rights and responsibilities, social justice and citizenship</p> <p>How are changes in young peoples' lives symbolised in initiation rites in religions?</p> <p>What rights and responsibilities go with these ceremonies?</p> <p>What is the balance in our lives between our rights and our responsibilities?</p>	<p>To be able to analyse the balance of rights and responsibilities in secular society</p> <p>To be able to identify and explain religious rites of passage and signs of adult status</p> <p>To be able to explain what it means to belong to a religion and the rights and responsibilities that this entails.</p>	<p>Discuss and evaluate how religious beliefs and teachings inform actions.</p> <p>Study initiation rites from at least two religious traditions looking for similarities and differences</p> <p>Investigate and explain the differing impacts of religion on individuals' lives and the choices they make.</p>	<p>Reflect on the balance between having rights and the responsibilities that go with them</p> <p>Understand the symbolism and signs of commitment that initiation rites have for believers</p> <p>Express their own ideas and those of others using a variety of forms of expression</p>	<p>Compare and contrast selected features of religious life and practice looking at the symbolism and signs of commitment</p> <p>give a coherent account of what it means to belong to a particular faith community</p> <p>understand that diversity exists within religions, looking at different groupings, denominations and traditions</p> <p>explain religious practices and life-styles in relation to their historical and cultural contexts</p> <p>express their own ideas and those of other in the light of their learning</p>

Key Stage 3 Ethics and Relationships

Key Concepts and questions	Learning Objective	AT1 Learning about	AT2 Learning	Outcomes and
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		religion	from religion	Assessments Pupils can:
<p>What ideas do we have about what is right and wrong, good and evil? How do we decide what to do? What influences our choices? What do we think about forgiveness?</p> <p>What does freedom to choose mean? What do religions and beliefs say about human rights and responsibilities, social justice and citizenship?</p> <p>What common values can we agree on?</p> <p>How do we show what we value?</p>	<p>To understand that: all people have beliefs about right and wrong and these inform individuals about how they should live their lives</p> <p>religions and beliefs have codes of conduct based on a variety of sources and that these inform believers in the ways they try to live their lives.</p>	<p>Discuss and evaluate how religions, beliefs and teachings inform answers to ethical issues</p> <p>Investigate and explain the different impacts of religious beliefs and teachings on individuals, communities and societies.</p>	<p>Reflect on the relationship between beliefs, teachings and ways of living</p> <p>Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world. Express their own ideas using a variety of forms of expression</p>	<p>Ask questions about the moral decisions that they and other people make and suggest what might happen as a result of different decisions including those made with reference to religious beliefs /values Ask questions about what is important to themselves and others and suggest answers to moral and religious dilemmas</p> <p>Write a report on a moral issue in the news interviewing key people in the debate including religious views Look at the potential impact of those views on their own and others' lives</p>

Key Stage 3 Expressions of Spirituality

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments
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				Pupils can:
How are human self-understanding and experiences expressed in a variety of forms?	To understand the difficulty and limitation in expressing complicated ideas and concepts just in words.	Interpret a variety of forms of religious and spiritual expression.	Express their own beliefs and ideas, using a variety of forms of expression.	Compare and contrast some of the ways in which believers express their personal beliefs, ideas and teachings
How are ultimate beliefs and values expressed and communicated?	To know that symbols and other forms of expression are part of all religions and study worship in a variety of contexts	Study the characteristics of worship in at least two or more religions looking where applicable at music, artefacts, scriptures, the nature of art and architecture in the home and the community.	Reflect on the relationship between beliefs and expression of those beliefs	Demonstrate critical awareness of how religious beliefs can be expressed in a variety of forms and the beliefs and ideas which may underlie those expressions Explain the meanings of texts, language, figures of speech and symbolism in relation to the central beliefs of religion

Key Stage 3 Religion and Science

Key Concepts and	Learning Objective	AT1 Learning about	AT2 Learning	Outcomes and
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questions		religion	from religion	Assessments Pupils can:
<p>What are the issues between science and religion on: Claims for truth? Explanations? Meanings? Purposes?</p> <p>What moral dilemmas can scientific developments pose?</p> <p>Should humans play being 'God' ? Is there a natural order to be tampered with?</p>	<p>To understand the relationship between science and religion</p> <p>To be able to weigh up moral dilemmas that are posed by:</p> <ul style="list-style-type: none"> ❖ Genetic engineering ❖ Experiments using foetal tissue ❖ Embryo research ❖ Cloning 	<p>Investigate and explain the different claims of science and religion</p> <p>Apply a wide range of religious and philosophical vocabulary</p> <p>Analyse and compare evidence and arguments used when considering issues of truth</p>	<p>Reflect on the relationship between beliefs, teachings and ultimate questions evaluate and reflect on the moral dilemmas posed by scientific advances</p> <p>Express their own and others' opinions and ideas using reasoned argument</p>	<p>Understand and begin to evaluate religious perspectives on a range of issues raised by the science and religion debate</p> <p>Explain and reflect their own and others views on these issues</p> <p>Express their own values and commitments with supporting arguments and evidence in relation to the claims that religion and science make</p>

Key Stage 3 Global issues

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment.
What do religions and beliefs say about:	To identify and understand the variety and sources of	To study the religious responses to the	Express their own and others' beliefs	Pupils can understand and begin to evaluate

Health?	religious beliefs that inform the debates on the issues of health, wealth, war, human rights and our responsibility for the environment.	issues posed from at least two or more religions.	about issues such as peace and conflict, wealth and poverty, human rights and the environment	religious and other perspectives on these contemporary issues
Wealth?				
War?	To understand that these ideas have evolved over time and there can be a variety of interpretations within and between religions.	Discuss and evaluate how these teachings inform answers to the questions posed by contemporary society.	communicate their own ideas and reflect on the implications of them.	recognise that there is often diversity within and between religions on their responses to these issues
Human rights?				
The environment?				
What is our responsibility for the world?				
				explain their own values and commitments with supporting arguments and evidence in relation to religious and other teachings
				evaluate their own and others' views of religious and other values and commitments

Key Stage 3 Experiences and opportunities:

- Encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- Visiting where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion

- Discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- Reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments.
- Using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully
- Exploring the connection between religious education and other subject areas such as the arts, humanities and science.

Key Stage 4

Schools may choose one GCSE short course, or full course in Religious Studies. All pupils should follow the course during this Key Stage however, there is no requirement that they should take the GCSE examination.

Post 16

Schools should teach 'Contemporary Issues for Religion 'and choose one of the other two course. Schools can be flexible in their delivery but should extend, either in depth or breadth, student's knowledge and understanding of the role religion plays in contemporary society and the issues that it raises. Conferences and other suggestions will be included in the guidelines. Time

suggested for this is a minimum of 15 hours over two years. This requirement is intentionally low so as to enable all schools to provide Religious Education for all pupils. There are possibilities in students taking responsibility for their learning and examples of students planning their own course will be included in the guidelines.

1 Contemporary issues for religion:

- Diversity and Equality
- The individual and personal quest for meaning
- Ethics and relationships
- Social and Environmental Responsibility.

2 Aspects of religion and

- Psychology
- Science
- Arts

3 Philosophy of religion

Assessment for Learning

In relation to the teaching and learning of Religious Education, assessment for learning is the key to raising standards. The principles of AfL are articulated in the Guidelines and apply equally to AT1 and AT2. It is vital that at appropriate times, teachers share with children and young people what counts for 'good standards' in Religious Education and what steps the learner needs to take to reach those standards. Effective practice will include: the use of clear learning objectives and outcomes; opportunities to discuss the quality of written, pictorial or oral work; and the use of success criteria to enable self and peer assessment to take place. Over time, all pupils will begin to develop an understanding of what counts for 'good' in learning about and learning from religion.

Expected teaching and learning styles

A teaching and learning policy for Religious Education should incorporate all the following approaches:

Investigation, the ability to:

- ask relevant questions
- know how to use different types of sources as a way of gathering information including using sensitively the diversity of children's beliefs and experiences
- know what may constitute evidence for understanding religion(s).

Interpretation, the ability to:

- draw meaning from artefacts, works of art, poetry and symbolism
- interpret religious language
- suggest the meanings of religious texts
- recognise diversity within all faiths.

Reflection, the ability to:

- reflect on feelings, relationships and commitment to a set of values by which to live one's life
- reflect on ultimate questions, beliefs and practices.

Empathy, the ability to:

- consider and respect the thoughts, feelings, experiences, attitudes, beliefs and values of others

- develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow
- see the world through the eyes of others, and to see issues from their point of view.

Evaluation, the ability to:

- debate issues of religious significance with reference to evidence and argument
- weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience
- be prepared to acknowledge bias and prejudice in oneself.

Analysis, the ability to:

- distinguish between the features of different religions
- understand the role of the media in developing perceptions of faith issues, including the effect which negative reporting can have on particular faith communities, and on the self image of individual pupils
- develop a willingness to consider evidence and argument.

Synthesis, the ability to:

- link significant features of religion together in a coherent pattern
- connect different aspects of life into a meaningful whole
- distinguish common aspects of faiths

Application, the ability to:

- make the association between religions and individual, community, national and international life, and recognise that all religious traditions have teachings and stories which seek to promote tolerance and justice, and seek to reconcile racial, ethnic and national conflicts
- identify key religious values and their interplay with secular ones
- develop a mature sense of self-worth and value.

Expression, the ability to:

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

Attitudes in religious education

While the knowledge, skills and understanding are central to the syllabus it is also vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in

religious education and should be developed at each stage or phase of religious education:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose.

RE supports and promotes the teaching of:

- ❖ Spiritual, Moral, Social and Cultural development
- ❖ British Values
- ❖ citizenship and the teaching of controversial issues
- ❖ personal, social and health education through religious education
- ❖ ICT
- ❖ Creativity