



RELIGIOUS EDUCATION

Key stage 1

Learning about religion

1) Pupils should be taught to:

- a. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- b. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- c. identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

Pupils should be taught to recognise that religious teachings and ideas make a difference to individuals, families and the local community.

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

- a. Christianity and at least one other principal religion
- b. a religious community with a significant local presence, where appropriate

Experiences and opportunities

- a. visiting places of worship and focusing on symbols and feelings.
- b. listening and responding to visitors from local faith communities.
- c. sharing their own beliefs, ideas and values and talking about their feelings and experiences
- d. beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Key stage 2

Learning about religion

Pupils should be taught to:

- a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- b. describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- c. identify and begin to describe the similarities and differences within and between religions.
- d. investigate the significance of religion in the local, national and global communities.
- e. consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.
- f. describe and begin to understand religious and other responses to ultimate and ethical questions
- g. use specialist vocabulary in communicating their knowledge and understanding.
- h. use and interpret information about religions from a range of sources.

Learning from religion

Pupils should be taught to:

- a. reflect on what it means to belong to a faith community, communicating their own and others' responses
- b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas

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

- a. Christianity and at least two other principal religions

- b. a religious community with a significant local presence, where appropriate

Themes

- a. beliefs and questions: how people's beliefs about God, the world and others impact on their lives.
- b. teachings and authority: what sacred texts and other sources say about God, the world and human life.
- c. worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites.
- d. symbols and religious expression: how religious and spiritual ideas are expressed.
- e. inspirational people: figures from whom believers find inspiration.
- f. religion and the individual: what is expected of a person in following a religion or belief.
- g. religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life.
- h. beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Experiences and opportunities

- * encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local community
- * discussing religious and philosophical questions, giving reasons for their own beliefs and those of others

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Key stage 3

Learning about religion

Pupils should be taught to:

- a. investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies.
- b. analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- c. investigate and explain why people belong to faith communities and explain the reasons for diversity in religion.
- d. interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- e. interpret a variety of forms of religious and spiritual expression.

Learning from religion

Pupils should be taught to:

- a. reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments
- b. evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.
- c. express insights into the significance and value of religion and other world views on human relationships personally, locally and globally.

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

- a. Christianity and at least two other principal religions
- b. a religious community with a significant local presence, where appropriate

Experiences and opportunities

- a. encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues.
- b. visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion.
- c. exploring the connections between religious education and other subject areas such as the arts, humanities, literature, science.

Throughout key stage 3, pupils extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Ages 14 -19

How can schools fulfil their requirement to provide religious education to all registered students?

Schools should plan for continuity of provision of religious education that is progressive and rigorous from key stage 3 for all students.

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

▪