



### 3.1 Programme of Study for the Barnsley Local Agreed Syllabus: The Six Key Questions

These questions are the product of much thought by the Agreed Syllabus Conference and the Local Agreed Syllabus Working Groups. They are designed to guide and shape pupils' learning in RE across the years of schooling. Of course, pupils begin to handle the key questions very simply, moving on to learn about and respond to religious objects and ideas, to describe for themselves, to analyse information, and increasingly to develop the ability to draw thoughtful and balanced conclusions.

**Question 1****Why are these words special?**

Sacred books

**Question 2****Why are some places special?**

Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages

**Question 3****How can faith contribute to Community Cohesion?**

Beliefs, ethics, family traditions and faith in the community

**Question 4****Why are some times special?**

Festivals and families

**Question 5****What can be learned from the lives of significant people of faith?**

Role models

**Question 6****How do I and others feel about life and the universe around us?**

Ultimate questions



## 3.2 Six Key Questions to Support Continuity and Progression in Religious Education in Barnsley

As a basis for the Barnsley Local Agreed Syllabus Six Key Questions are used.

Six Key Questions	What do the questions mean at Key Stage 1?	What do the questions mean at Key Stage 2?	What do the questions mean at Key Stage 3?
<b>1. Why are these words special?</b> Sacred books	Pupils learn to name some holy books and talk about the stories from them that they have heard	Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas	Pupils explain and interpret the teachings of key authorities in each religion. They respond thoughtfully to the teachings studied
<b>2. Why are some places special?</b> Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages	Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places	Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'	Pupils explain the role of places of worship in the religions studied. They interpret the architecture and evaluate its impact on worshippers. Pupils account for the role of pilgrimage in different religions and interpret the meanings of rituals. They respond for themselves to ideas about sacred places
<b>3. How can faith contribute to Community Cohesion?</b>  Beliefs, ethics, family traditions and faith in the community	Pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand	Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives	Pupils explain connections between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways. Pupils explain and interpret a range of forms of religious expression and express their own insights into belief in various ways. Pupils can explain the presence of a number of religions in the region and account for the community life of each. They can express insights into what makes a good plural society
<b>4. Why are some times special?</b> Festivals and families	Pupils learn to name celebrations and festivals that are special to each religion, and to themselves	Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied	Pupils explain and interpret the ways festivals focus beliefs and values in different faiths studied. They consider and justify what they celebrate, and why



## 3.2 Six Key Questions to Support Continuity and Progression in Religious Education in Barnsley (continued)

As a basis for the Barnsley Local Agreed Syllabus Six Key Questions are used.

<b>5. What can be learned from the lives of significant people of faith? Role models</b>	Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special	Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves	Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own 'heroes' on their thinking and behaviour
<b>6. How do I and others feel about life and the universe around us? Ultimate questions</b>	Pupils explore the puzzling questions that life in the world gives us and talk about some answers to them from religion. They talk about the questions they would like to ask God	Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own	Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meanings of life



### 3.3 Programme of Study for the Early Years Foundation Stage (EYFS)

The EYFS of education begins from birth. Children may go to a number of settings during the EYFS from a child minder setting to a part-time or full-time day care/educational setting. The last year of the EYFS is usually described as the R/F2 year, since most pupils are admitted to the reception class of an infant or primary school at some point during that year.

Religious education (RE) is statutory for 'all registered pupils at a school. This includes all pupils registered on the school roll in reception classes (F2) but not those in nursery classes (F1) in maintained schools or in playgroups/child minder settings.

Although RE is not a legal requirement for much of the foundation stage, it forms a very valuable part of the educational experience of children throughout the key stage. Experiences in Early Years should lay the foundations for future learning through the programmes of study in Key Stage 1.

The Curriculum Guidance for the EYFS (statutory from September 2008) sets out the expectations of what children should learn to meet the Early Learning Goals.

RE can contribute to all six areas of learning but most specifically in relation to the following:

- Personal, social and emotional development
- Communication, language and literacy
- Knowledge and understanding of the world
- Creative development

The Barnsley Local Agreed Syllabus indicates how RE can contribute to the Early Learning Goals (refer to section 4.4) and illustrates how this may be achieved (refer to section 5.2).

It is recognised that young children's learning cannot be compartmentalised and that the starting point for children's learning should begin with the child, and should build on previous experience, including experiences children bring from home.

The activities outlined in the guidance to support RE in the EYFS (section 5.3) have been written with this principle in mind.



## 3.4 Programme of Study for Key Stage 1

Throughout Key Stage 1 pupils explore the Christian faith and at least one other principal religion.

They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. 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 for believers, especially for children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. Key Stage 1 emphasises exploration: finding out about religion and oneself.

### Key Stage 1: Knowledge, Skills and Understanding

#### Learning about religion: (AT1) Pupils should be taught to:

- a. Explore a range of religious stories and sacred writings and talk about their meanings. They will find out about 'special words' from holy books.
- b. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. They will find out about special times, places of worship and some religious artefacts.
- c. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives.
- d. Take note of some stories of faith leaders. They will find out how leaders can inspire us or teach us.
- e. Explore how religious beliefs and ideas can be expressed through the creative and expressive arts and communicate their responses. They will find out how people express their faith or beliefs.
- f. Identify and suggest meanings for religious symbols and begin to use a range of religious words. They will find out about why there are places of worship and how people express their faith with symbols.

#### Learning from religion: (AT2) Pupils should be taught to:

- a. Reflect upon and consider religious and spiritual feelings, experiences and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness. They will find out about how different people see the world.
- b. Ask and respond imaginatively to puzzling questions, communicating their ideas. They will find out about big questions, and feelings and thoughts that go with them.
- c. Identify what matters to them and others, including those with religious commitments, and communicate their responses. They will find out about how beliefs make a difference, and about faith in the local area.
- d. Reflect on how spiritual and moral values relate to their own values and behaviour, recognising that religious teachings and ideas make a difference to individuals, families and the local community. They will find out about their own responses to questions about life.



## Barnsley RE: Six Key Questions

1. **Why are these words special?** Sacred books
2. **Why are some places special?** Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages
3. **How can faith contribute to Community Cohesion?** Beliefs, ethics, family traditions and faith in the community
4. **Why are some times special?** Festivals, families, objects and artefacts
5. **What can be learned from the lives of significant people of faith?** Role models and examples
6. **How do I and others feel about life and the universe around us?** Ultimate questions

### Key Stage 1: Breadth of study

During Key Stage 1 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

#### Religions and beliefs

- a. Christian faith
- b. at least one other principal religion
- c. a religious community with a significant local presence, where appropriate
- d. a secular point of view, where appropriate

### Themes

- e. **Believing:** what people believe about God, humanity and the natural world
- f. **Story:** how and why some stories are sacred and important in religion
- g. **Celebrations:** how and why celebrations are important in religion
- h. **Symbols:** how and why symbols express religious meaning
- i. **Leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion
- j. **Belonging:** where and how people belong and why belonging is important
- k. **Myself:** who I am and my uniqueness as a person in a family and community

### Experiences and opportunities

- l. Visiting places of worship with a focus on symbols and feelings, and listening to and responding to visitors from local faith communities
- m. Using all their senses in developing their knowledge, skills and understanding, and developing their creative talents and imagination through art, music, dance, drama and times of quiet reflection
- n. Sharing their own beliefs, ideas and values and talking about their feelings and experiences.
- o. Beginning to use ICT to explore religious beliefs and practices in the local and wider community



## Exemplar material for Key Stage 1

By the age of 7 most children will be achieving at level 2. In order to help pupils to reach this level, teachers should plan activities which allow pupils to develop these key skills:

### AT1: Learning about Religion

**Show awareness (of similarities)**  
**Identify (how religion is expressed) ...**  
**Suggest meanings.... (symbols, stories)**  
**Begin to recognise (importance)**

Teacher Assessment should be primarily based on the Level Descriptors - section 4.2. However, the following 'I can...' statements can be used with pupils to help them to assess their own learning and to set targets for future learning. 'I can...' statements may also be used as a guide for teachers planning appropriate work for pupils. These are examples which can be adapted by teachers to different curriculum content and for different age groups.

### AT1: I can...

**Show awareness (of similarities)**  
**Identify (how religion is expressed) ...**  
**Suggest meanings.... (symbols, stories)**  
**Begin to recognise (importance)**

- Put seven parts of the creation story into the right order (sequencing)
- Match up some Christian beliefs to some Christian symbols and artefacts
- Retell a story of Jesus, and suggest what it might mean to a Christian person
- Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (eg 'Love Your Neighbour' or 'Do not Worry')
- Suggest two things that matter to a Christian or to a Muslim
- Identify a belief in the Way of the Buddha and/or a Sikh belief
- Say what makes the Torah Scroll and the Bible special, and to whom
- Give a reason why Hindu people enjoy going to a Mandir
- Identify a Christian hero and suggest the meaning of a story about her/him
- Suggest what the lesson of Jesus' Parable of the Pearl of Great Price might be
- Suggest what the story of Hanukkah means for a Jewish person today

### AT2: Learning from Religion

**Respond sensitively...**  
**Ask questions...**  
**Recognise... (own values, others values)**

The table offers ways in which the six Key Questions in the Programme of Study might be approached at Key Stage 1 through the six principal religions: Christian faith, Hindu Dharma, Islām, Jewish faith, Sikh Dharam and the Way of the Buddha.

### AT2: I can...

**Respond sensitively...**  
**Ask questions...**  
**Recognise... (own values, others values)**

- Respond sensitively to stories about people from (eg) Islām and the Christian faith, noticing what matters to them
- Talk about saying sorry and forgiving people: why does it matter?
- Respond to stories of kindness, self-sacrifice or bravery from sacred texts with my own ideas
- Ask some questions about creation and its puzzling mysteries: eg give two answers to; 'does a beautiful world mean there's a wonderful God?'
- Make up some good questions to ask 'the person who knows everything' / God
- Suggest three questions about God that are interesting and hard to answer
- Suggest some things that are precious, though money can't buy them
- Discuss or write down a reaction to a story with an angel in it: talk about what the angel stands for
- Recognise - talk about - how we use all our senses to celebrate a big day
- Talk about how a piece of music can express a feeling like joy or excitement, and how singing together (including in worship) makes people feel





## 3.5 Programme of Study for Key Stage 2

Throughout Key Stage 2 pupils learn about the Christian faith and at least two of the other principal religions, recognising the impact of religion 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 learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between

faiths and the importance of dialogues between religions. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. 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 2 emphasises handling questions and making connections and links between religions and oneself.

### Key Stage 2: Knowledge, Skills and Understanding

#### Learning about religion: (AT1)

##### 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. They make connections between sacred texts and religion today.
- b. Describe the variety of practices and ways of life in religions and understand how these stems from, and are closely connected to, beliefs and teachings. They handle questions about links between different religious beliefs, practices and ways of life.
- c. Identify and begin to describe the similarities and differences within and between religions. Then make connections between different religious beliefs, festivals, worship and communities.
- d. Investigate the significance of religion in the local, national and global communities. They handle questions about where faith is seen in the local community and the wider world.
- e. Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. They handle questions about how people express their faith.
- f. Describe and begin to understand religion and other responses to ultimate and ethical questions. They make links between life's big questions and the varied answers people suggest.
- g. Use specialist vocabulary in communicating their knowledge and understanding. They connect the words they are learning to topics like sacred text, festivals or founders and leaders.
- h. Use and understand information about religions from a range of sources. They connect what they learn in RE with the wider world.

#### Learning from religion: (AT2)

##### Pupils should be taught to:

- a. Reflect on what it means to belong to a faith community, communicating their own and others' responses. They make connections about belonging.
- 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. They learn to handle questions about their commitments and those of others.
- c. Discuss their own and others' views of religious truth and belief, expressing their own ideas. They learn to handle questions about life and the universe around them.
- d. Reflect on ideas of right and wrong and their own and others' responses to them. They make simple connections between beliefs and behaviour.
- e. Reflect on sources of inspiration in their own and others' lives. They make links between their own 'heroes' and key spiritual leaders.





## Barnsley RE: Six Key Questions

1. **Why are these words special?** Sacred books
2. **Why are some places special?** Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages
3. **How can faith contribute to Community Cohesion?** Beliefs, ethics, family traditions and faith in the community
4. **Why are some times special?** Festivals, families, objects and artefacts
5. **What can be learned from the lives of significant people of faith?** Role models and examples
6. **How do I and others feel about life and the universe around us?** Ultimate questions

### Key Stage 2: Breadth of study

During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

#### Religions and beliefs

- a. Christian faith
- b. at least two other principal religions
- c. a religious community with a significant local presence, where appropriate
- d. a secular point of view, where appropriate

### Themes

- e. **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives
- f. **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- g. **Worship, pilgrimage and sacred places:** where, how and why people worship, including worship at some particular sites
- h. **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- i. **Symbols and religious expression:** how religious and spiritual ideas are expressed
- j. **Inspirational people:** figures from whom believers find inspiration
- k. **Religion and the individual:** what is expected of a person in following a religion
- l. **Religion, family and community:** how religious families and communities practise their faith, and the contribution this makes to local life
- m. **Beliefs in action in the world:** how religions respond to global issues of human rights, fairness, social justice and the importance of the environment

### Experiences and opportunities

- n. Encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- o. Discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- p. Considering a range of human experiences and feelings
- q. Expressing and communicating their own and others' insights into life and its origin, purpose and meaning, through the creative and expressive arts, and ICT
- r. Developing the use of ICT, particularly in enhancing pupils' awareness of religions globally



## Exemplar material for Key Stage 2

By the age of 11 most children will be achieving at level 4. In order to help pupils to reach this level, teachers should plan activities, which allow pupils to develop these key skills:

### AT1: Learning about Religion

**Describe similarities and differences...**  
**Make links between...**  
**Describe the impact of religion...**  
**Use religious vocabulary to show understanding...**

Teacher Assessment should be primarily based on the Level Descriptors - section 4.2. However, the following 'I can...' statements can be used with pupils to help them to assess their own learning and to set targets for future learning. 'I can...' statements may also be used as a guide for teachers planning appropriate work for pupils. These are examples which can be adapted by teachers to different curriculum content and for different age groups.

### AT1: I can...

**Describe similarities and differences... Make links between...**  
**Describe the impact of religion...**  
**Use religious vocabulary to show understanding...**

- Show that I understand how the Parable of the Good Samaritan can have an impact on Christians today
- Show that I understand why a pilgrimage is different from a holiday
- Describe what pilgrims hope for on their way to Makkah/Iona
- Show my understanding of two differences between Muslims, Christians and Hindus, and two of the ways these faiths are similar
- Describe and link up Christian beliefs with Christian behaviour, eg belief in God as creator linked to 'green' practices
- Describe three ways in which Muslim worship shows devotion to Allāh
- Show my understanding of what it means to belong to the Sikh Dharam by describing how Amrit feels to a Sikh person of my age
- Describe how adult Baptism feels to the young Baptist Christian comparing it with another 'ceremony of belonging'
- Describe two different marriage services used in Christian communities, saying what is similar and different between them
- Use the right words to describe my understanding of four of the Muslim '99 Names' of Allāh
- Connect the work of Christian Aid with three sayings of Jesus about poverty
- Connect Sikh stories of the Gurus with some of the ideas of the Mool Mantar
- Describe how two contemporary religious leaders have inspired their followers to make a difference in their community

### AT2: Learning from Religion

**Suggest answers to questions...**  
**Describe what inspires/influences...**  
**Refer to religions....**  
**Apply ideas to their own lives...**

The table offers ways in which the six Key Questions in the Programme of Study might be approached at Key Stage 2 through the six principal religions: Christian faith, Hindu Dharma, Islām, Jewish faith, Sikh Dharam and the Way of the Buddha.

### AT2: I can...

**Suggest answers to questions...**  
**Describe what inspires/influences...**  
**Refer to religions....**  
**Apply ideas to their own lives...**  
**Show my understanding...**

- Devise four good questions about what makes a leader worth following, and state what a Sikh might say about Guru Nanak's leadership
- Suggest some answers to 'why' questions about Jesus, Bishop Desmond Tutu and Jackie Pullinger, who were willing to practise self-sacrifice
- Apply the idea of self-sacrifice to my own actions thoughtfully
- Refer to the teaching of the Bible or Qur'ān to describe how Martin Luther King Jnr or Malcom X were inspired by their faith to work for racial equality
- Refer to Islāmic sources or quotations in giving my own response to Muslim belief about God
- Refer to Sikh teaching about Langar and Sewa in describing my vision of an inspiring community
- Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied
- Refer to the teachings of the two religions to show that I understand how calligraphy expresses some Muslim spiritual ideas, and crucifix paintings express some Christian ideas
- Describe something I find spiritual and inspiring in a poem, painting or design
- Apply three sayings of Jesus or the Buddha to my own life, giving my reaction to the religious teaching



## 3.6 Programme of Study for Key Stage 3

Throughout Key Stage 3 pupils extend their understanding of the Christian faith and at least two of the other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues, with a focus on relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between faiths. 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 upon the impact of religious faith in the world, considering both the importance of inter-faith dialogue and the tensions that exist within and between religions. They develop their evaluative skills showing reasoned and balanced viewpoints when considering their own and others' responses to religious and spiritual issues. Key Stage 3 emphasises application: expressing insight into religion, based on explanation and understanding.

### Key Stage 3: Knowledge, Skills and Understanding

#### Learning about religion: (AT1)

##### Pupils should be taught to:

- a. Investigate and explain the differing impacts of religious beliefs and teachings on individuals and communities and societies. They will learn to explain their understanding of religious community and ethics, and the effects of religious beliefs.
- b. Explain and begin to analyse how religious beliefs and ideas are transmitted by people, texts and traditions. They will learn to explain their understanding of some sacred texts and some key spiritual leaders.
- c. Investigate and explain why people belong to faith communities and explain the reasons for diversity in religion. They will learn to explain their understanding of community in various religions.
- d. Analyse and compare the evidence and arguments used both by believers and non-believers when considering issues of 'truth' in religion and philosophy. They will learn to explain their understanding of questions about God, life after death and the universe in which we live.
- e. Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues. They will learn to explain their understanding of what religions say about right and wrong, good and evil.
- f. Apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs. They will learn to explain their understanding of how different people express their faith and beliefs.
- g. Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts. They will learn to explain their understanding of sacred texts.
- h. Interpret a variety of forms of religious and spiritual expression. They will learn to explain their understanding of how people express their beliefs and faith.

#### Learning from religion: (AT2)

##### Pupils should be taught to:

- a. Reflect on beliefs, teachings and ultimate questions, communicating their own ideas, using reasoned arguments. They will learn to express insight into some ultimate questions.
- b. Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas. They will learn to express insight into questions about how belief affects life.
- c. Express insights into the significance of what religions and other world views say about human relationships, personally, locally and globally. They will learn to express insight into questions about right and wrong.
- d. Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas; They will learn to express insight into questions about values and global community.
- e. Express their own beliefs and ideas, using a variety of forms of expression. They will learn to express insight into questions about the spiritual dimension of their own lives.



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2. **Why are some places special?** Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages
3. **How can faith contribute to Community Cohesion?** Beliefs, ethics, family traditions and faith in the community
4. **Why are some times special?** Festivals, families, objects and artefacts
5. **What can be learned from the lives of significant people of faith?** Role models and examples
6. **How do I and others feel about life and the universe around us?** Ultimate questions

### Key Stage 3: Breadth of study

During Key Stage 3 pupils should be taught the knowledge, skills and understanding through the following religions and beliefs, themes, experiences and opportunities:

#### Religions and beliefs

- a. Christian faith
- b. at least two other principal religions
- c. a religious community with a significant local presence, where appropriate
- d. a secular point of view, where appropriate

### Themes

- e. **Beliefs and concepts:** the key ideas and questions of meaning in religions, including issues related to God, truth, the world, human life, and life after death
- f. **Authority:** different sources of authority and how they inform believers' lives
- g. **Religion and science:** issues of truth, explanation, meaning and purpose
- h. **Expressing spirituality:** how and why human self-understanding and experiences are expressed in a variety of ways
- i. **Ethics and relationships:** selected areas of study from the new Intermediate Bridging section – "Ethics" (Y8/Y9)
- j. **Rights and responsibilities:** what religions say about human rights and responsibilities, social justice and citizenship
- k. **Global issues:** what religions say about health, wealth, war, animal rights and the environment
- l. **Inter-faith dialogue:** a study of relationships, conflicts and collaboration within and between religions

### Experiences and opportunities

- m. Encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues
- n. Visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion
- o. Discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- p. Reflecting upon and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments
- q. Using a range of forms of expression (e.g. art, dance, drama and writing, ICT) to communicate their ideas and responses creatively and thoughtfully
- r. Exploring the connections between religious education and other subject areas, e.g. arts, humanities, literature, science



## Exemplar material for Key Stage 3

By the age of 14 most children will be achieving at level 6. In order to help pupils to reach this level, teachers should plan activities, which allow pupils to develop these key skills:

### AT1: Learning about Religion

**Give informed accounts...**  
**Explain (impacts, reasons for diversity) ...**  
**Interpret...**

Teacher Assessment should be primarily based on the Level Descriptors - section 4.2. However, the following 'I can...' statements can be used with pupils to help them to assess their own learning and to set targets for future learning. 'I can...' statements may also be used as a guide for teachers planning appropriate work for pupils. These are examples which can be adapted by teachers to different curriculum content and for different age groups.

### AT1: I can...

**Give informed accounts...**  
**Explain (impacts, reasons for diversity) ...**  
**Interpret...**

- Give an informed account of what is difficult or challenging about being a young Christian or Hindu in Britain today
- Interpret a silent video clip of a Bar Mitzvah and a Confirmation, explaining what it means in Jewish and Christian communities, by devising a commentary for the scene
- Explain the impact and diversity of Islāmic and Sikh dress and food 'laws' in Britain
- Interpret the general idea of belonging to a religion with reference to rituals and commitments in the Way of the Buddha and Sikh practice
- Give an informed account of two different Christian views about why people suffer
- Give an interpretation of some ways Jews, Christians and Muslims describe the divine, God or Allah in words and in art (eg creeds, scripture, the decoration of Synagogues, Churches and Mosques)
- Interpret what two scientists (eg an atheist and a Christian) believe about how the universe began and how human life evolved, account for their disagreement
- Explain how one religion began and developed through and beyond the life of its 'founder'

### AT2: Learning from Religion

**Express insights (using reasoning and examples) ...**  
**Evaluate...**  
**Consider challenges...**

The table offers ways in which the six Key Questions in the Programme of Study might be approached at Key Stage 3 through the six principal religions: Christian faith, Hindu Dharma, Islām, Jewish faith, Sikh Dharam and the Way of the Buddha.

### AT2: I can...

**Express insights (using reasoning and examples) ...**  
**Evaluate...**  
**Consider challenges...**

- Express an insight into ways that young people today might be inspired by Martin Luther King Jr and/or Malcolm X
- Evaluate the ideas of Sikhs and Christians about rebirth and about eternal life, relating these ideas to other people's views
- Express my insight into promises made at weddings with reference to the vows of a Christian wedding and the Lavan used in Sikh marriage
- Evaluate the value of meditation or prayer, showing reasoned understanding of a religious viewpoint I don't agree with
- Comment respectfully on two opposite viewpoints about a contemporary moral issue, drawing out reasoned ideas about the views I hold myself
- Consider the challenges posed by what I think are the strengths and weaknesses of Muslim ideas about justice and crime
- Consider the challenges of what an atheist, agnostic or theist might say about God, then express my own insights into the question
- Evaluate two arguments that link belief in God to the origins of the universe and the natural world, expressing my insight into the strengths and weakness that I see in the arguments



### Key Stage 3: Intermediate Bridging Section (Y8/Y9)

The main areas of suggested coverage (not wholly definitive) which each individual school will select with a view to enabling better progression into KS4 include:

1. Identity and belonging
2. Evil and suffering
3. Sanctity of life
4. Science versus religion
5. The Environment
6. Technology - good or bad?
7. Meaning and purpose
8. Who is God? Where do people look for God?
9. Expression of faith/faith in action
10. Rights and responsibilities
11. Ultimate truths and the mysterious
12. Peace and conflict
13. Crime/punishment/justice





## 1 Identity and Belonging

Suggested areas of study include:

- Experiences (how good and bad experiences shape who we become)
- Influences and choices (family life, school friends, upbringing, morality, media etc)
- Humans versus animals - (What makes us human? How should we treat animals? Should we eat animals?)
- Personality versus character (the outside expression of who you are versus the real you)
- Community (link with influences and choices; different faith or ethnic communities, eg community cohesion in school and society)

## 2 Evil and Suffering

Suggested areas of study include:

- Moral v natural (eg war, murder, earthquakes, volcanoes)
- The suffering of a significant person of faith (eg Jesus, Job, Gandhi, Siddhartha Gautama)
- Why do evil and suffering exist? (learners' views on the causes)
- Do evil and suffering make it impossible to believe in God? (benevolence, omnipotence, omniscience)

## 3 Sanctity of Life

Suggested areas of study include:

- Is life sacred? (Students clearly understand the concept of sanctity of life)
- How special is life? (Investigate why we place great emphasis on human life)
- How much is a life worth? (Abortion, euthanasia, non-religious and religious views)

## 4 Science versus Religion

Suggested areas of study include:

- Scientific theories (Big Bang and evolution)
- Religious theories (creation stories)
- Do Religion and Science complement or conflict with each other? (Mind mapping, class surveys etc)
- Can faith heal? (Do miracles exist?)
- The end of the world (implosion of the universe versus the Second Coming)

## 5 The Environment

Suggested areas of study include:

- Renewable and non-renewable sources of energy (fossil fuels versus wind power, nuclear etc.)
- Why humans are harming the environment (pollution, climate change, waste, poverty, over population etc.)
- Dominion and stewardship (including animal rights, Creation)
- What can we learn from religion? (Students study extracts from religious texts - see Genesis Chapters 1 and 2, Psalm 8, Qur'an – 6.165, the Assisi Interfaith Conference 1986)
- What can we do to save the environment? (Recycling, change of lifestyle, the Chipko movement, Greenpeace movements etc)

## 6 Technology - Good or Bad

Suggested areas of study include:

- Cloning (benefits and dangers)
- Designer babies (IVF, Genetic Engineering)
- Religious views on technology (using technology for good purposes rather than bad)
- How much is your body worth? (Organ donation/trafficking)
- Scientists - people or God (are scientists playing God by their actions? How far is too far?)

## 7 Meaning and Purpose

Suggested areas of study include:

- Who am I? (See Identity and Belonging topic)
- Why am I here? (Is it all about me? Consumerism, Hedonism versus selflessness, love, service to others)
- What happens when we die? (Various religious understandings)
- Birth Rites (Baptism, Aqiqah [Muslim birth ceremony], Brit Milah [Jewish birth ceremony])
- Life as a Journey (birth, adolescence, marriage, death)

## 8 Who is God? Where do people look for God?

Suggested areas of study include:

- What are the attributes of God(s) (students' views)?
- Symbols (what do images of God symbolise?)
- Evidence versus faith (evil and suffering– various activities)
- Looking for God (how do people find, see and experience God in the world today?)
- Conclusion of opinions (student discussions)



**9 Expression of faith/faith in action**

Suggested areas of study include:

- What is worship? (Worship is any act pleasing to God – therefore, how do religious people express worship in everyday life?)
- Key religious teaching (love, service, good deeds, forgiveness, community cohesion)
- Prayer (What is it? Types of prayer)
- Charity (religious charities – projects, guest speakers, long term versus short term aid)
- Love (golden rule, types of love)

**10 Rights and Responsibilities**

Suggested areas of study include:

- What are rights and responsibilities? (Entitlement, rights of children etc.)
- Is everybody entitled to human rights? (e.g. unborn babies, criminals, asylum seekers, refugees)
- Should animals have rights? (Hunting, animal experimentation, eating, entertainment etc.)
- What are our responsibilities? (e.g. adults voting, welfare state)
- What are the responsibilities of religious people? (to love, serve, express the teaching of their faith,

**11 Ultimate Truths and the Mysterious**

Suggested areas of study include:

- Life after death (group work to find similarities and differences between various religions)
- What happens when you die? (group work e.g. diamond 9 – about heaven and hell, life after death)
- Near death experiences (paranormal)

**12 Peace and Conflict**

Suggested areas of study include:

- Justice (what is justice?)
- Forgiveness (Is the world a fair place?)
- War (why wars happen and the cost e.g. a case study – Middle East etc.)
- Nuclear weapons (can Christians support them?)
- Can religious people fight? (Just war, holy war, pacifism)

**13 Crime/Punishment/Justice**

Suggested areas of study include:

- Can people punish? (Should we leave it to God?)
- Can a person of faith support capital punishment? (Is God the only person who can take life?)
- Should people of faith forgive any crime? (Religious people who have forgiven eg Jesus, Gandhi etc.)



## 3.7 Religious Education 14-19

Throughout this phase, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of inter-faith dialogue and how religion contributes to community cohesion, recognising both the strengths and concerns people have regarding the roles of religion in the world. 14-19 religious education (RE) emphasises interpretation of religion and the ways people find meaning in their lives.

### RE 14-19: Knowledge, Skills and Understanding

#### Learning about religion: (AT1)

##### Pupils should be taught to:

- a. investigate, study and interpret significant religious, philosophical and moral issues including the study of religious and spiritual experience, in the light of their own sense of identity, experience and commitments
- b. think rigorously, present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, which enrich other disciplines and specialist areas of study, drawing well substantiated conclusions
- c. develop their understanding of the principal methods by which religions and spirituality are studied
- d. draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
- e. use specialist vocabulary, to evaluate critically both the power and limitations of religious language.

#### Learning from religion: (AT2)

##### Pupils should be taught to:

- a. reflect on, express and justify their own opinions in the light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
- b. develop their own values and attitudes, to recognise their rights and responsibilities, in the light of their learning about religion
- c. relate their learning in religious education to the wider world by gaining a sense of personal autonomy as preparation for adult life
- d. develop skills useful in a wide range of careers and in adult life generally, especially those skills involved in critical enquiry, creative problem-solving, and communication through a variety of media.



## Religious Education 14-19

### What should schools do?

Schools should provide RE to every student in accordance with legal requirements. RE is a statutory subject for all registered pupils, including students in the school sixth form, except those withdrawn by their parents. It is not a requirement in colleges of further education but must be made available in colleges to students aged 16-19 who wish to take it. RE in Barnsley must be taught according to the requirements of the Barnsley Local Agreed Syllabus (LAS).

Nationally accredited courses - such as GCSE full course, short course, or certificates of achievement, in religious studies fulfil the requirements of this syllabus. Whilst there is no legal requirement that students must sit public examinations, students deserve the opportunity to have their learning in the statutory curriculum subject of RE accredited. This can be

through courses leading to qualifications with the title Religious Studies (RS), and / or other approved courses that require the study of religion and ethics.

### Schools are to provide:

- a. for all students 14-16 at least one course in RE or RS leading to a qualification approved under Section 96\*.
- b. for all students 16-19 at least one course in RE or RS leading to a qualification approved under Section 96, that represents a progression from learning in 14-16 RE.

**Sixth Form Colleges** should make available the possibility to study an appropriate accredited course in RE or RS, that represent progression from their learning in 14-16 RE.

### How can schools fulfil their requirements to provide RE to all registered students?

1. Schools should provide a continuity of provision of RE from Key Stage 3 for all students, that is progressive and rigorous. Schools can make this possible by providing access to discrete courses or units leading to qualifications that meet legal requirements regarding the study of the Christian faith, and/or other principal religions, and/or other world-views or philosophies, within the context of a plural society.
2. All courses should provide opportunities within and beyond school for learning that involves first-hand experiences and activities of people, places and events (eg the local area, places of worship and community activities, public meetings, and places of employment, education, training or recreation). Students will have different experiences of RE according to the courses chosen.

**Note:** \*Section 96 of the Learning and Skills Act 2000. This requires maintained schools to provide only qualifications approved by the Secretary of State.