

# Lancashire **Agreed Syllabus** for Religious Education

2021



**Searching for Meaning**  
What is it to be human?

[www.lancashire.gov.uk](http://www.lancashire.gov.uk)





# Contents

<b>Section 1: Introduction</b>	<b>2</b>	<b>Section 5: KS3</b>	<b>33</b>
Foreword: Chair of Lancashire SACRE	3	Long term curriculum map	33
Foreword: Cabinet Member for Children, Schools and Young People	3	Pillars of Progression	34
Purpose and Aims of Religious Education	4	Assessment	42
Religious Education as part of the Basic Curriculum	5		
Links to Spiritual, Moral, Social and Cultural Education	6		
British Values	6		
Legal Requirements	7		
Duties of Headteachers and Governors	8	<b>Section 6: Key Stages 4 &amp; 5</b>	<b>43</b>
Withdrawal from Religious Education	8		
Role of the SACRE	8		
The Demographics of Religion and Belief in Lancashire	9	<b>Section 7: Special Needs and Disabilities</b>	<b>44</b>
What should be studied?	10		
<b>Section 2: The Field of Enquiry</b>	<b>11</b>	<b>Section 8: Implementation</b>	<b>45</b>
Definitions and medium-term planning expectations	12	Ways of Knowing Religious Education	45
<b>Section 3: The Lancashire Agreed Syllabus for Religious Education – The Early Years</b>	<b>14</b>	Concept maps and definitions	47
Key Questions and coverage	15	Guidelines for developing a policy for Primary Religious Education	56
Assessment	16	Acknowledgements	57
<b>Section 4: The Lancashire Agreed Syllabus for Religious Education KS1 &amp; KS2</b>	<b>17</b>		
Long term curriculum map	17		
Time allocations	19		
Assessment	19		
Pillars of Progression	20		
Summative Judgments	32		



# Section 1 Introduction

Welcome to the revised version of the Lancashire Agreed Syllabus for Religious Education (2021) 'Searching for Meaning'. This revised syllabus is the legal basis for Religious Education in Lancashire. It is ambitious for all pupils and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each Key Stage.

The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious.

The syllabus also includes specific advice on effective methods of teaching and assessment. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement.

The syllabus is supported by a website which provides materials to support planning and assessment. This includes exemplar medium term plans; all of which are downloadable.

You will require a password to access the syllabus materials. This will have been sent via the Schools' Portal for the attention of the RE subject leader and headteacher. Please contact: [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk) if you are experiencing problems accessing the site.



# Section 1 Foreword

## Chair of Lancashire SACRE

Each formal revision of our Agreed Syllabus marks the refinement of a true quality product, recognised as such both within Lancashire and by other Local Authorities who now purchase the fruits of our efforts.

It is due to the hard work and dedication of professionals and SACRE members, reflecting on experience and on changing conditions and influences in the world of Religious Education, that we are able to present this document to you.

I must express my gratitude - on behalf of the children and young people who will benefit from its content - to all who have collaborated in its preparation.

Religious Education and its contribution to education in the broadest sense has never been more important. Lancashire can be justly proud of an Agreed Syllabus which I am sure will prove equal to its task. On behalf of the Lancashire SACRE, I commend it to you.



**Peter Martin**  
Chair,  
Lancashire SACRE

## Cabinet Member for Education and Skills

Religious Education (RE) has a privileged position in the curriculum. It supports our young people to not only identify those values which will become the touchstones in their own lives, but also to foster mutual respect and tolerance of those with different faiths and beliefs.

This ensures that our young people are fully prepared to take their place within a diverse, compassionate, and cohesive British society.

Lancashire's new Agreed Syllabus for RE is ambitious for all pupils. Its well balanced and coherent structure enables young people to acquire accurate knowledge about religions and beliefs through well sequenced content and concepts. The syllabus allows young people to gain the skills needed to interpret, evaluate and understand a range of evidence whilst having a safe space to articulate their own experiences, ideas and values during opportunities for reflection, discussion and debate.

I hope that this new Agreed Syllabus will inspire quality provision of Religious Education in Lancashire schools over the coming years.



**Jayne Rear**  
County Councillor

# Section 1

## Purpose and Aims of Religious Education

Studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. They need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society'. (RE Review 2013) A study of Religious Education enables pupils to take their place within a diverse multi-religious and multi-secular society.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

Religious education does not seek to urge religious beliefs on pupils by promoting one religion over another. Instead 'it affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.' (Ofsted Research Review Series: Religious Education, May 2021).

**The curriculum for Religious Education and Worldviews aims to ensure that all pupils:**

**1. Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- Appreciate and appraise varied dimensions of religion or a worldview.

**3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

*('A Curriculum Framework for Religious Education in England' Religious Education Council October 2013)*

## Religious Education as part of the Basic Curriculum

The National Curriculum states the legal requirement

that:

**Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**

- Promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**...all state schools... must teach religious education to pupils at every Key Stage... All schools must publish their curriculum by subject and academic year online.**

*(‘The National Curriculum in England: Framework document’, December 2014, sections 2 & 3).*

RE provision is legal if the Agreed Syllabus is planned and taught. Provision is illegal if it is not.

Whilst Religious Education is a subject of the basic curriculum, it supports the values, aims and purposes which underpin the breadth of the National Curriculum. It supports learning across a range of subjects as well as broader educational aims. Specifically:

- Personal, social, relationship, health and citizenship education.
- Spiritual, moral, social and cultural development.
- British Values (*Promoting fundamental British Values as part of SMSC in schools Nov 2014 Department for Education*).
- Community cohesion.
- The Prevent Duty (*Revised Prevent Duty Guidance for England and Wales. March 2015 HM Government*).
- Reading and writing skills.
- The arts: music, art, and drama.
- History and geography.



# Section 1

## Links to Spiritual, Moral, Social and Cultural Education

The Lancashire Agreed Syllabus for RE makes a clear and intended connection between RE and pupils' spiritual, moral, social and cultural development.

This enables schools to fulfil their statutory duty in promoting fundamental British values. These are defined as democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

### **RE provides opportunities to promote spiritual development through:**

- Discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- Investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- Valuing relationships and developing a sense of belonging
- Enquiring into and developing their own views and ideas on religious and spiritual issues.

### **RE provides opportunities to promote moral development through:**

- Enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust
- Exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- Exploring the impact and consequences of actions and ideas for different groups of people within our society
- Investigating a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- Considering the importance of rights and responsibilities and developing a sense of conscience.

### **RE provides opportunities to promote social development through:**

- Examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met
- Exploring how religious community life works and the contributions community living makes to human well being
- Considering how religious and other beliefs lead to particular actions and concerns

- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- Articulating pupils' own and others' ideas on a range of contemporary social issues.
- Considering ways in which religion can contribute to the community cohesion or to the common good.

### **RE provides opportunities to promote cultural development through:**

- Encountering people, literature, the creative and expressive arts and resources from differing cultures and religions
- Enquiring into the richness of local and national examples of cultural diversity in relation to religious ways of living
- Investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures
- Considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices
- Promoting racial and inter faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion
- Promoting awareness of how inter faith cooperation can support the pursuit of the common good.

## Legal Requirements

The primary legislation passed with regard to RE between 1944 and 1993 was consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). Circular 1/94 and the subsequent revision of this guidance in 2010 (*Religious Education in English Schools: Non-Statutory Guidance 2010*) offered an interpretation of the legislation.

Religious Education must be taught to all registered pupils in maintained schools, including those in reception and the sixth form, except to those withdrawn by their parents (s.352(1) (a)).

This requirement does not apply to nursery classes in maintained schools, but it does apply as far as is practical to pupils in special schools and PRUs.

The Religious Education curriculum is set locally not nationally. In Lancashire, Religious Education must be provided in accordance with the current Lancashire Agreed Syllabus for Religious Education 2021.

Religious education must be taught in accordance with the Lancashire Agreed Syllabus in all:

- a) Community schools and
- b) Foundation and Voluntary controlled schools

(SSFA 1998 paras 2(1) and 2(2) Schedule 19)

Where a parent of any pupil at a voluntary controlled school requests that RE is provided in accordance with provisions of the trust deed arrangements must be made by governors.

For Voluntary Aided schools with a religious character, the RE offered is to be determined by the governors in accordance with the trust deed. (SSFA1998 Schedule 19 para 4). The required provision is:

- a) according to the Trust Deed of the school; or
- b) according to the tenets of the religion or religious denomination (where provision is not specified in the Trust Deed); or
- c) according to the Lancashire Agreed Syllabus where parents request it (if a child cannot reasonably attend a school where the Agreed Syllabus is being taught).

All academies are required to teach Religious Education under the terms of their specific funding agreement.

Academies without a religious character can adopt the locally agreed syllabus or choose to develop their own. **Lancashire SACRE hope that the locally agreed syllabus will be considered before all others.** The rules for Free Schools are the same as for new academies.

For denominational academies with a religious character (Church of England, Roman Catholic, Muslim or Jewish academies), provision for Religious Education will be in line with the denominational syllabus (where there is one).

For non-denominational (such as Christian) faith academies this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers.

The following document answers some common questions about the status of and requirements around RE in academies and free schools.

<https://www.religiouseducationcouncil.org.uk/?s=academies>

(DCSF 'Guidance on Religious Education in English Schools, 2010, p.15)

In Sixth Form Colleges, governing bodies are required to ensure that Religious Education is provided at the institution for all students who wish to receive it and that the provision be at a time when it is convenient for the majority of full-time students to attend. Sixth form students over the age of 18 may exercise the right to withdraw from Religious Education for themselves – without reference to their parents.

In Lancashire schools, it is expected that all special schools will provide Religious Education as far as is practicable in accordance with this Agreed Syllabus. Regulations state that, so far as is practicable, every pupil (including all pupils with statements of SEN and on the roll of special schools) should receive Religious Education.

A Locally Agreed Syllabus must reflect the fact '**that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.** (1996 Act, Ch 56 S375 (3).) The Lancashire Agreed Syllabus meets this requirement.

An agreed syllabus must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils. This syllabus maintains that teaching about religions and worldviews should be sufficiently fair, balanced and open. It should promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

An agreed syllabus must not require that Religious Education be provided by means of any catechism or formula which is distinctive of any particular denomination. The Lancashire Agreed Syllabus 2021 meets this requirement.

# Section 1

## Duties of Headteachers and Governors

The Head Teacher, along with the governing board and the Local Authority, is responsible for the provision of RE in Foundation and Community Maintained schools and in Voluntary Controlled schools.

It is the duty of the governing board to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

It is the duty of the headteacher to ensure that:

- Religious Education is provided in accordance with this Agreed Syllabus for all registered pupils at the school. This includes pupils on the school roll in the reception year and those in 16-19 education.
- There are appropriate resources and staffing to meet the aims of the syllabus and deliver the 'Field of Enquiry'.
- Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.
- Parents receive an annual written report on their child's progress in Religious Education.
- The curriculum for Religious Education is outlined on the school's website.
- Requests from parents for the withdrawal of their children from Religious Education are responded to. Alternative arrangements are made; so long as they do not incur cost to the school or the local authority.

## Withdrawal from Religious Education

There is a legal right of parental withdrawal from Religious Education. Parents have a legal right to withdraw their child/children from part of or the whole of the RE curriculum provided by the school.

There is a legal right for teachers to withdraw from teaching Religious Education (with certain exceptions in Voluntary Aided schools). Sixth form students over the age of 18 may exercise the right to withdraw from Religious Education for themselves – without reference to their parents.

Schools may consider including a policy about withdrawal from RE in their prospectus, for example:

**'The school teaches open minded religious education which is fully inclusive. The aim is for all pupils to develop their own beliefs and values. Any parent considering exercising the right of withdrawal is invited to make an appointment with staff to discuss the approach we take to the teaching of RE.'**

Specific advice about this issue can be found on the Lancashire Religious Education Website.

## Role of the SACRE

Each Local Authority (LA) must maintain a Standing Advisory Council on Religious Education (SACRE) to advise the LA on matters connected with Religious Education to be given in accordance with the Agreed Syllabus. An Agreed Syllabus Conference must be convened every 5 years to review the existing syllabus.

Lancashire SACRE has a monitoring role in law with regard to the Agreed Syllabus for Religious Education. End of key stage attainment scores should be sent to Lancashire SACRE during the summer term as part of their evaluation of standards in RE. Assessment judgements should also be transferred between schools and teachers to enable progression.

# Section 1

## The Demographics of Religion and Belief in Lancashire

This chart contains results by Religious Group from the 2011 Census of Population. The Agreed Syllabus Conference endeavours to ensure that the curriculum reflects the religious profile of Lancashire, the UK community and prepares pupils for their role as global citizens.

For a more detailed analysis please see:

<https://www.lancashire.gov.uk/lancashire-insight/population-and-households/population-and-households-2011-census/religion/>

Area	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other	No Religion	Not Stated
Burnley	63.6	0.2	0.2	0.0	9.9	0.0	0.3	19.7	6.0
Chorley	75.3	0.3	0.2	0.0	1.1	0.0	0.3	17.2	5.6
Fylde	73.7	0.3	0.2	0.4	0.5	0.1	0.3	18.3	6.2
Hyndburn	66.4	0.2	0.1	0.0	10.3	0.0	0.3	17.0	5.7
Lancaster	65.9	0.4	0.3	0.1	1.3	0.1	0.5	24.5	7.1
Pendle	53.7	0.3	0.1	0.0	17.4	0.0	0.4	21.9	6.2
Preston	61.0	0.3	2.4	0.0	11.2	0.7	0.3	18.4	5.7
Ribble Valley	78.1	0.2	0.2	0.0	0.7	0.1	0.2	14.5	6.0
Rosendale	63.8	0.2	0.1	0.1	3.8	0.0	0.3	25.1	6.3
South Ribble	75.7	0.2	0.5	0.0	0.5	0.1	0.3	17.0	5.7
West Lancashire	76.2	0.1	0.2	0.1	0.2	0.1	0.2	17.2	5.7
Wyre	74.6	0.2	0.1	0.1	0.3	0.0	0.3	17.8	6.6
Lancashire-12	<b>68.8</b>	<b>0.2</b>	<b>0.5</b>	<b>0.1</b>	<b>4.8</b>	<b>0.1</b>	<b>0.3</b>	<b>19.2</b>	<b>6.1</b>
Blackburn with Darwen UA	52.6	0.2	0.4	0.0	27.0	0.1	0.2	13.8	5.6
Blackpool UA	67.2	0.3	0.2	0.2	0.7	0.0	0.4	24.5	6.4
Lancashire-14	<b>67.0</b>	<b>0.2</b>	<b>0.4</b>	<b>0.1</b>	<b>6.6</b>	<b>0.1</b>	<b>0.3</b>	<b>19.1</b>	<b>6.1</b>
North West	67.3	0.3	0.5	0.4	5.1	0.1	0.3	19.8	6.2
England & Wales	59.3	0.4	1.5	0.5	4.8	0.8	0.4	25.1	7.2

Source: 2011 Census of Population

# Section 1

## Lancashire Agreed Syllabus for RE: What should be studied?

Christianity should be studied at each key stage to 'reflect the fact that the religious traditions in Great Britain are in the main Christian'. The other major religious traditions of Great Britain (Islam, Hinduism, Judaism, Sikhism and Buddhism) should be studied across the key stages; although they do not have to be studied in equal depth or in every key stage.

Key Stage	EYFS	KS1	KS2	KS3	KS4	KS5
<b>Religions and worldviews to be studied in each Key Stage:</b>	<b>Christianity.</b> Comparisons with other religions and worldviews which represent the school/local community.	<b>Progressive study of Christianity, Islam and Hinduism.</b> Encountering Judaism, Sikhism, Buddhism and non-religious world-views.	<b>Progressive study of Christianity, Islam and Hinduism.</b> Encountering Judaism, Sikhism, Buddhism and non-religious world-views.	<b>Progressive study of Christianity, Islam and Hinduism.</b> Encountering Judaism, Sikhism, Buddhism and non-religious world-views.	<b>Study of Christianity and another major world faith.</b> Encountering non-religious EYFS world-views.	<b>A study of Christianity and other religious and non-religious beliefs and values.</b>
<b>Rationale:</b>	RE in EYFS contributes to the Early Learning Goal (People and Communities). It also supports progression across other areas of learning. Children begin to explore religion and worldviews in terms of special times, stories and places.	Pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam and encountering Judaism. They will be introduced to Dharmic traditions.	Pupils will build on their learning in KS1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other major world religions and non-religious world views. This means that the curriculum is broad and balanced, but also allows for a depth of knowledge and understanding of the religions that are studied progressively.	Pupils should continue to build on their knowledge and understanding of Christianity, Islam and Hinduism. Schools may also wish to progress another religion if they have chosen it as their second religion for GCSE. Some thematic studies may be introduced to enable pupils to study the concept of religion itself and make comparisons of the way in which religious and non-religious beliefs and values might impact on the lives of individuals and communities.	Pupils should have the opportunity to study a Religious Studies course that is nationally recognised by a qualification (such as GCSE). Pupils who are not being entered for a GCSE examination in RS should continue to study RE in order to meet the statutory requirements. This should include a study of Christian beliefs, teachings and values – plus those of another major world faith. Pupils should also have opportunities to learn about non-religious world-views such as Humanism.	Pupils should be given the opportunity to study an accredited course (such as AS or A level Religious Studies). By law, RE must be provided for all students in school sixth forms (but not those in Sixth Form Colleges). Where pupils are not studying an examination course, they should have opportunities to study religious, ethical and philosophical topics through regular timetabled lessons, enrichment activities or day conferences.

## Section 2 The Field of Enquiry

### What is the Lancashire Field of Enquiry?

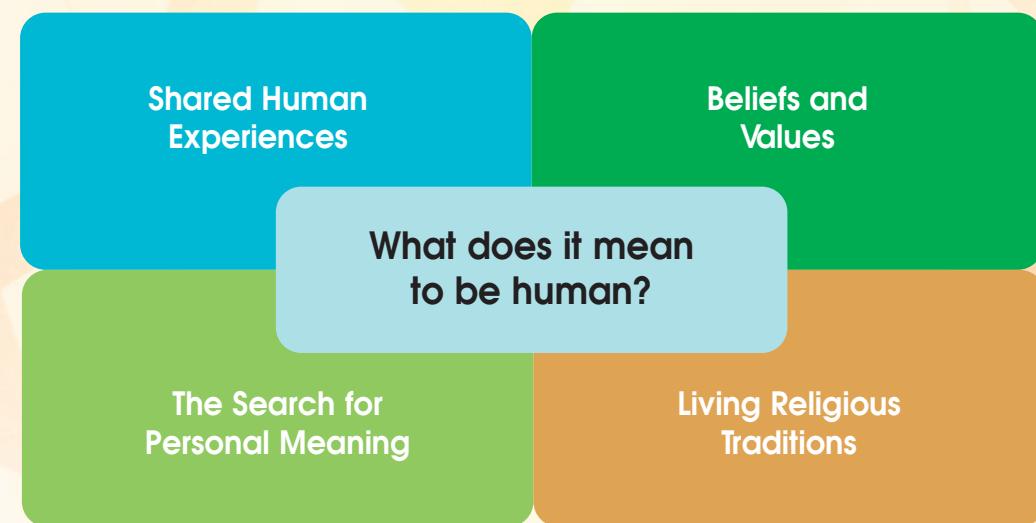
The Lancashire Field of Enquiry is a medium-term planning model that is central to the delivery of this syllabus. Use of this model will enable teachers to fulfil the aims of the syllabus and support pupils' personal search for meaning as they explore what it is to be human. Through this model we ensure that the teaching of religious education is embedded within the disciplines of theology, philosophy, ethics and social science.

A given key question provides the central line of enquiry across each year group (see pages 17 & 18) and then focus questions provide a point of exploration within each religion.

Each unit of work should be structured to include the following four elements:

- Shared human experience - the nature of being human.
- Living religious tradition - principal religious traditions encountered in the world.
- Beliefs and values – the theology that lies at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

If all four elements of the Field of Enquiry are in place, then this syllabus will be secure.



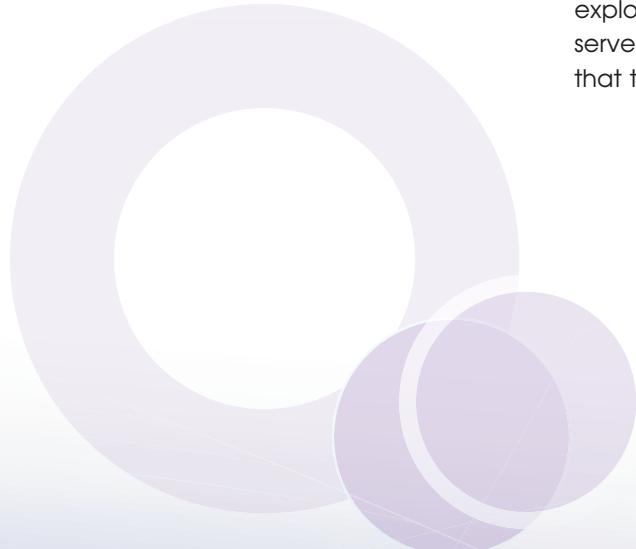
# Section 2

## Shared Human Experience

This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude. The questions that these experiences raise for all humans, religious and non-religious, include:

- Why do we look up to certain people in our society?
- What would the ideal community be?
- What do we mean by 'being fair'?
- Is death the end? Should death affect the way we live our lives?

This may be seen as the '**we' aspect of the field of Enquiry** and **delivery often starts from here** with pupils involved in selecting questions to explore.



## Living Religious Traditions

This refers to the ways in which people who are, for example, Buddhists, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today. While planning ask, 'How does this relate to the lives of people who follow religion and secular beliefs today?'

For example:

- Many Muslims today follow Muhammad's example by reading about stories of the Prophet in the Hadiths.
- The Khalsa (baptised Sikhs), the story of Baisaki, symbols and names (Kaur, Singh) all relate to many Sikh's identity.
- Examples of Christian prayer – in Jesus' life and how this relates to Christians today.
- Humanist naming ceremonies to welcome babies into our society.

This may be seen as the '**they' aspect of the Field of Enquiry** (although if I am a member of the religion explored this may also be a 'we' or a 'me' aspect) and serve as gateways to exploring the underlying beliefs that they express.

## Beliefs and Values

This refers to the beliefs and values that lie at the **heart of the ways of life** and religious practices of the faiths studied – as identified by members of the faith communities. Teachers need to identify **the theology that lies** at the heart of this aspect of the Field of Enquiry, which is expressed by the living religious tradition. Theology enables pupils to consider where beliefs come from, how they are applied in different contexts and how they relate to each other. It involves investigating key texts, beliefs and traditions of religions and worldviews.

For example:

- Many Muslims believe that Allah chose Muhammad to be the perfect role model, and excellent exemplar (although no one is perfect except Allah) for humans to follow.
- The belief held by many Sikhs that the Great Guru (God) expects service to others (sewa) as part of everyday living.
- Most Christians believe that God is a compassionate Father and is there for them to turn to.
- Many Humanists believe that this life is all we have, and that we should live it as well as we can.

This may also be seen as the '**they' aspect of the Field of Enquiry** (although if I am a member of the religion explored this may also be a 'we' or a 'me' aspect) and be discovered as pupils ask **why** people express themselves through living religious tradition.

## Section 2

### The Search for Personal Meaning

This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, **aided the development of my beliefs, values and attitudes and search for meaning?** This aspect of the field of enquiry will contribute to the provision of spiritual, moral, social and cultural development.

For example:

- What do I think of Muhammad's example? Who do I choose to copy/ be influenced by? Who do my family think I should be like? Why is this? What do I think? How might the example of Islamic leadership be an influence or challenge to me?
- Have I been through any belonging ceremonies? Why (not)? If I was to choose a symbol or name to represent what is important to me and who I am what would it be? Who do others think I am? What can I learn from the community life of the religions I am studying?
- Do I have any use for prayer? Why (not)? How does that compare to the Christian prayers I have looked at? Should we pray at school? How might I advise a Christian minister writing a prayer (e.g.) for my class? Where else might I turn for support, special time for reflection? How could I evaluate the impact of praying in other people's lives?



This may also be seen **as the 'me' aspect of the Field of Enquiry** and requires pupils to make sense of concepts and ideas through a philosophical lens after reflecting on insights explored during religious study. Pupils are encouraged to think independently, consider and ask questions, sift arguments and explore alternatives as they reflect and develop a sense of personal meaning. This supports the development of communication, reasoning and critical thinking skills and deals with morality and ethics.

Teachers must aim to create a 'safe space' where pupils are free to express their own religious or non-religious identities. The skills to manage controversial and sensitive issues need to be mastered as part of curriculum implementation.

**Each of the four elements should be explored in every curriculum unit in order for the Field of Enquiry to be secure.**

Please note that it is not expected that each element would be taught as a separate lesson. Activities linked to 'Shared Human Experience' and 'Personal Meaning' lend themselves to discussion and debate at the beginning, during and end of a unit of work.

To provide depth, challenge and rigour, teachers are advised to start their planning by first identifying the beliefs and values that lie at the heart of their chosen religion/ belief. This will ensure that each unit has a 'theological nugget' at its heart.

A Field of Enquiry planning template is made available to support teachers with their medium-term planning and can be downloaded from the RE website. Medium term planning exemplifications are also available to support teachers when planning a unit of work. Lancashire schools can download these for free from the RE website and they are also available by subscription by contacting: [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)

## Section 3 The Lancashire Agreed Syllabus for Religious Education The Early Years

### Religious Education and the Early Years

#### Foundation Stage

Religious Education is a statutory requirement for all pupils registered on the school roll, including those children in EYFS in reception classes.

Although this legal requirement does not extend to children under compulsory school age, it is good practice for **all early years' settings** to teach children to **respect and celebrate each other's differences by developing an understanding of diversity beyond their immediate family experience**. The promotion of equality, diversity and British values should be at the heart of all early years' settings and as such will form a distinct area of enquiry as part of any Ofsted inspection. In reception classes the beginnings in Religious Education can be taught through the Statutory Early Years Framework through the strand '**People and Communities**' within the area of development entitled '**Understanding the World**' (EYFS Statutory Framework 2021).

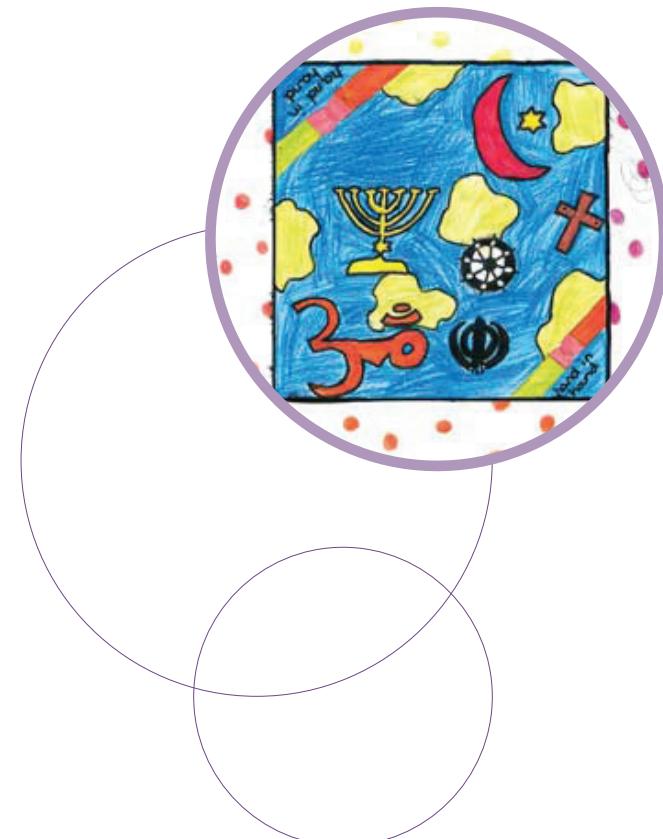
The knowledge, skills and understanding that should be acquired by the end of the reception year is as follows:

**Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class**

Religious Education can also make an active contribution and support development within other areas of learning and development, in particular:

- **Communication and Language** (Listening and Speaking).
- **Literacy** (Comprehension, Word Reading and Writing).
- **Personal, Social and Emotional Development** (self-regulation, managing self and building relationships).
- **Expressive Arts and Design** (creating with materials and performing).
- **Understanding the World** (past and present, the natural world).

Effective Early Years practice applies and in reception classes Religious Education should be taught through a mix of **adult led, child initiated and guided activity**. Skills should be carefully modelled during whole class or group teaching and wherever possible within enhanced areas of provision. At this early stage children should be encouraged to follow lines of enquiry, ask and answer questions and discuss and express their ideas. Opportunities to create a calm and reflective space to enable children to consider, discuss and express their ideas should be promoted.



## Section 3

To teach quality Religious Education aligned to the Lancashire Agreed Syllabus planning should align to the four elements within the Field of Enquiry. Key questions for investigation are as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS: Why are some things special?</b>	<b>Special times:</b> How and why do we celebrate? What times are special to different people and why?	<b>Special stories:</b> Why are some stories special? What special messages can we learn from stories?	<b>Special places:</b> What buildings and places are special to different people? OR What is special about our world?			

**Children will study Christianity and compare this with the beliefs and practices of other religions represented in their class, school or local community.**

Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside. A multi-sensory, play based approach should be promoted. Teachers should enable children to develop characteristics of effective learning by providing opportunities to:

- Investigate and experience new things
- Play and explore
- 'Have a go': concentrating, persevering, developing strategies
- Develop own ideas, problem solve and follow lines of enquiry.

Planning exemplifications to support medium term planning can be downloaded from the RE website. These resources are free to Lancashire schools or accessible via subscription from:

[advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk)



# Section 3

## Assessment

Assessment in Religious Education should be undertaken as part of the school's agreed observation, assessment and planning cycle. Evidence can be generated from notes, photographs, mark making, and floor books as well as that contributed through the knowledge of parents, teachers and other adults.

Ongoing assessment should inform the planning of further learning opportunities. The following assessment grid pinpoints subject specific assessment criteria.

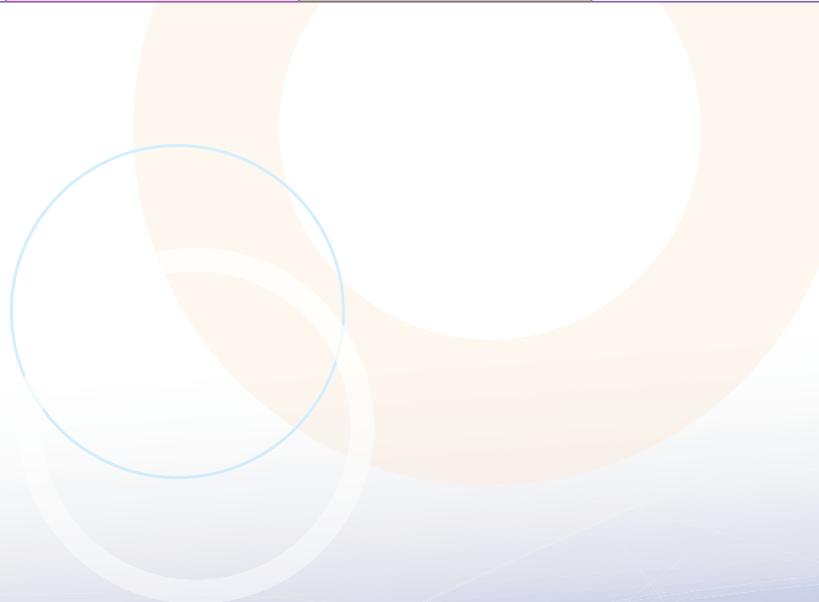
Early Learning Goal		
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class		
<p><b>Special times:</b>  <b>How and why do we celebrate?</b>  <b>What times are special to different people and why?</b></p> <p><b>Can children:</b></p> <ul style="list-style-type: none"> <li>Give examples of special occasions and suggest features of a good celebration</li> <li>Recall simple stories connected with Christmas/Harvest/ Diwali and Eid</li> <li>Say why festivals are special times for believers of different faiths</li> </ul>	<p><b>Special stories:</b>  <b>Why are some stories special? What special messages can we learn from stories?</b></p> <p><b>Can children:</b></p> <ul style="list-style-type: none"> <li>Talk about/ recall some religious stories e.g. through role play, art, model making</li> <li>Share features of a story that they like and explain why</li> <li>Identify a sacred text e.g. Bible, Qur'an</li> <li>Identify that the Bible and Qur'an are special</li> </ul>	<p><b>Special places:</b>  <b>What buildings and places are special different people? OR What is special about our world?</b></p> <p><b>Can children:</b></p> <ul style="list-style-type: none"> <li>Talk about their special place and explain why it is special</li> <li>Be aware that some Christians, Muslims and Hindus have places that are special to them</li> <li>Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu</li> <li>Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary</li> <li>Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque</li> <li>Talk about the wonders of the natural world</li> <li>Express ideas about how to care for animals and plants</li> <li>Re tell stories to explain Christian and Muslim ideas about Creation and the natural world</li> <li>Talk about ways in which people can harm the natural world</li> <li>Talk about ways in which people can look after the natural world</li> </ul>
Early Learning Goal		
Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, special, family, Ramadan, Religion, fasting, Diya Lamp, Rangoli.	Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Muhammed, Angel Jibril, prophet.	Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad.  Nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique.

# Section 4 The Lancashire Agreed Syllabus For Religious Education

## KS1 and KS2

### Long Term Curriculum Map KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS: Why are some things special?</b>		<b>Special times:</b> How and why do we celebrate? What times are special to different people and why?	<b>Special stories:</b> Why are some stories special? What special messages can we learn from stories?		<b>Special places:</b> What buildings and places are special to different people? OR What is special about our world?	
<b>Y1: What do people say about God?</b>	<b>Christianity (God)</b> <b>Why do Christians say that God is a 'Father'?</b> God the Father, prayer.	<b>Christianity (Jesus)</b> <b>Why is Jesus special to Christians?</b> The nativity story, beliefs about Jesus as God incarnate, Christmas.	<b>Islam</b> <b>How might beliefs about creation affect the way people treat the world?</b> God as creator, care for the planet.	<b>Judaism</b> <b>Why might some people put their trust in God?</b> God's promise, Noah, Abraham, trusting in God.	<b>Hindu Dharma</b> <b>What do Hindus believe about God?</b> one God in many forms, God in all things, expressing ideas about God.	<b>Christianity (Church)</b> <b>How might some people show that they 'belong' to God?</b> Baptism, belonging.
<b>Y2: How do we respond to the things that really matter?</b>	<b>Christianity (God)</b> <b>Does how we treat the world matter?</b> Creation, Care for the planet, Harvest.	<b>Christianity (Jesus)</b> <b>Why do Christians say Jesus is the 'Light of the World'?</b> Jesus as the light of the world, symbolism of light, Advent and Christmas.	<b>Hindu Dharma</b> <b>How might people express their devotion?</b> Devotion, worship in the home and temple.	<b>Islam</b> <b>Why do Muslims believe it is important to obey God?</b> submission and gratitude, prayer.	<b>Christianity (Church)</b> <b>What unites the Christian community?</b> Worship, the church, use of symbols.	<b>Judaism</b> <b>What aspects of life really matter?</b> Moses, Ten Commandments, the Sabbath.



# Section 4

## Long Term Curriculum Map KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3: Who should we follow?	<b>Christianity (God)</b> How (and why) have some people served God? Prophets, service to God, inspirational people.	<b>Islam</b> Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet, Muhammed (pbuh), Zakah.	<b>Christianity (Jesus)</b> What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	<b>Christianity (Church)</b> What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.	<b>Sikhism</b> Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.	<b>Hindu Dharma</b> Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.
Y4: How should we live our lives?	<b>Hindu Dharma</b> What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali.	<b>Christianity (God)</b> How and why might Christians use the Bible? The Bible, Christian life – guided by wisdom, teachings and authority.	<b>Sikhism</b> How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.	<b>Christianity (Jesus)</b> Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.	<b>Islam</b> Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	<b>Christianity (Church)</b> What does 'love your neighbour' really mean? Parables, love for all.
Y5: Where do we find guidance about how to live our lives.	<b>Christianity (God)</b> Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality.	<b>Islam</b> Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power.	<b>Hindu Dharma</b> What might Hindus learn from stories about Krishna? Krishna, Holi.	<b>Christianity (Jesus)</b> What do we mean by a miracle? miracles of Jesus, pilgrimage.	<b>Christianity (Church)</b> How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	<b>Judaism</b> Do people need laws to guide them? The Torah, the synagogue.
Y6: Is life like a journey?	<b>Christianity (Church)</b> How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.	<b>Hindu Dharma</b> Is there one journey or many? Reincarnation, Karma, the 4 ashramas.	<b>Islam</b> What is Hajj and why is it important to Muslims? The Ummah, Hajj.	<b>Christianity (Jesus)</b> Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences.	<b>Buddhism</b> What do we mean by a 'good life'? The Buddha, The Four Noble Truths, The Eightfold path.	<b>Christianity (God)</b> If life is like a journey, what's the destination? Salvation, Forgiveness.

# Section 4

## Time Allocations

The syllabus is based on the expectation that a minimum of 5% curriculum time is allocated to the teaching of Religious Education. Students taking the full course GCSE or A level RS will require considerably more time than this minimum requirement. For example, current guidance for GCSE recommends a minimum of 120 taught hours.

Collective worship is not part of the taught curriculum and is not part of the recommended time for teaching Religious Education.

**Christianity should be taught within three strands:  
God, Jesus and Church.**

**Christianity, Islam and Hindu Dharma should be taught progressively across all year groups from ages 5 -16.**

**By the end of KS2 pupils should also have opportunities to encounter Buddhism, Judaism, Sikh Dharam and non-religious world views such as Humanism.** This model meets legal requirements and ensures that pupils have an in-depth progressive knowledge of three religions whilst also learning about the other principle religions represented in Great Britain.

It is also essential that RE enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds, but others have no attachment to religious beliefs and practices.

## Assessment in KS1 and KS2

The key purpose of assessment is to:

- Evaluate how pupils are doing and ascertain standards of attainment.
- Enable teachers to adapt and adjust their teaching to ensure that learning supports progression.
- Evaluate the impact of the curriculum and the effectiveness of teaching.
- Provide information for parents about their child's strengths, next steps and achievements.

## Assessment in KS1 and KS2

Lancashire schools should report to parents on pupil's attainment and progress in Religious Education at the end of each academic year.

As part of its monitoring role, Lancashire SACRE requests that schools submit their summative attainment results at the end of KS1 and KS2 using the 'End of Key Stage Expectations' document as a guide. It is recommended that these results are also reported to Governors.

A key role of the subject leader is to ensure that all teachers are clear of the age-related expectations for Religious Education as specified within the pillars of progression grids. These will provide the basis on which to make judgements about a pupil's performance and inform the setting of clear lesson objectives and success criteria. Leaders might find the advice provided on p50 also useful when determining their own school policy to assessment.

It is strongly recommended that **subject leaders:**

- Regularly moderate assessment judgements against knowledge and skills progression grids by monitoring pupil outcomes in discussion with teachers.
- Consider establishing portfolios of work that exemplify age related expectations.
- Establish a tracking system in line with other foundation subjects as part of the school's assessment policy.
- Wherever possible, access free network meetings hosted by the local authority so that judgements can be moderated with other schools.
- Ensure that staff are confident in their questioning, observation and discussion skills to support ongoing formative assessment.
- Check that staff have the subject knowledge needed to provide high quality teaching and learning experiences in Religious Education and provide training and advice as needed.

## Pillars of Progression

The following grids identify how knowledge and skills are built on across KS1 and KS2. Although the generic skills remain the same within each grid, each one is adapted to include subject content specific matched to each religion. Religious Education (Lancashire Agreed Syllabus)

<b>Religious Education (Lancashire Agreed Syllabus) Christianity</b>				
<b>Y6: Is life like a journey?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>• Analyse beliefs, teachings and values and how they are linked</li> <li>• Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>• Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>• Explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>• Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>• Discuss how people change during the journey of life</li> </ul>
<b>Content (Christianity)</b>	<b>Church</b>	<ul style="list-style-type: none"> <li>• Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</li> <li>• Explain (simply) Christian beliefs about salvation</li> <li>• Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</li> <li>• Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others</li> <li>• Discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li> </ul>
	<b>Jesus</b>	<ul style="list-style-type: none"> <li>• Retell the events leading up to and including the death of Jesus</li> <li>• Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>• Use religious vocabulary to describe and explain the Eucharist</li> <li>• Explain different Christian beliefs about the Eucharist and its importance</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how people might mature and become stronger through overcoming difficulties</li> <li>• Consider the value of being part of a community on the 'journey of life'</li> </ul>
	<b>God</b>	<ul style="list-style-type: none"> <li>• Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</li> <li>• Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the importance of Christian rites of passage as an expression of faith and commitment</li> <li>• Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li> <li>• Consider the value of celebrating landmarks in life – for individuals and communities</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>

# Section 4

Religious Education (Lancashire Agreed Syllabus) Christianity					
Y5: Where can we find guidance about how to live our lives?	<b>RE Skills</b>		<b>Content (Christianity)</b>		
	<b>Church</b>		<b>Jesus</b>		
	<ul style="list-style-type: none"> <li>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>Explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Explain differing forms of expression and why these might be used</li> <li>Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>Consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate the sources of guidance available to them</li> <li>Consider the value of differing sources of guidance</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe what Christians mean when they talk about one God in Trinity</li> <li>Identify the beliefs contained within the Apostle's Creed</li> <li>Explain why the Christian community (The Church) might want/need an agreed statement of belief</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>Explain how symbols might unite the worldwide Christian Church</li> <li>Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> <li>Discuss different responses to sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Raise meaningful questions about things that puzzle them</li> <li>Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>	
<b>God</b>		<ul style="list-style-type: none"> <li>Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</li> <li>Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>Describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>Explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between fact, opinion and belief</li> <li>Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>Reflect on how they make decisions about what is/is not true</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>		<b>Expressing and communicating ideas related to religions and worldviews</b>			
<b>Lancashire Field of enquiry</b>		<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>

# Section 4

Religious Education (Lancashire Agreed Syllabus) Christianity					
Y4: How should we live our lives?	RE Skills				
	Content (Christianity)				
	Church	Jesus	God		
	<ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>	
<b>Knowing about and understanding religions and worldviews</b>		<b>Expressing and communicating ideas related to religions and worldviews</b>			
Lancashire Field of enquiry		Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning

# Section 4

Religious Education (Lancashire Agreed Syllabus) Christianity						
Y3: Who should we follow?	<b>RE Skills</b>		<b>Content (Christianity)</b>			
	<b>RE Skills</b>		<ul style="list-style-type: none"> <li>Show awareness of similarities in religions</li> <li>Identify beliefs and values contained within a story/ teaching</li> <li>Identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>Identify how religion is expressed in different ways</li> <li>Use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>In relation to matters of right and wrong, recognise their own and others' values</li> <li>Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>
	<b>Content (Christianity)</b>	Church	<ul style="list-style-type: none"> <li>Know what Christians mean by the Holy Spirit</li> <li>Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>Identify Christian values exemplified in the gifts of the Spirit</li> </ul>	<ul style="list-style-type: none"> <li>Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>Describe how and why Pentecost is celebrated</li> <li>Describe why some Christians might take part in a procession of witness</li> </ul>	<ul style="list-style-type: none"> <li>Describe aspects of being human that we should be proud of</li> <li>Discuss what it means to be a successful human – and the different measures of success that might be applied</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own sense of value and what is good/unique about being them</li> <li>Reflect on the people that they value in their lives – and how they show their appreciation</li> </ul>
		Jesus	<ul style="list-style-type: none"> <li>Know what is meant by discipleship</li> <li>Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19)</li> </ul>	<ul style="list-style-type: none"> <li>Describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what it means to have charisma</li> <li>Describe what makes a good leader and why people might want to follow him/her</li> <li>Discuss what motivates people to want to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own leadership abilities</li> <li>Discuss their own desires to make a difference in the world/ in their communities</li> </ul>
		God	<ul style="list-style-type: none"> <li>Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah)</li> <li>Suggest why these prophets chose to listen to and follow God</li> </ul>	<ul style="list-style-type: none"> <li>Identify Christians who might be described as people who listened to and followed God</li> <li>Describe how and why some Christians might devote their lives to serving God</li> <li>Talk about what is meant by a sense of vocation</li> </ul>	<ul style="list-style-type: none"> <li>Identify inspirational people/ role models for the world today</li> <li>Describe the qualities that inspirational people might have</li> </ul>	<ul style="list-style-type: none"> <li>Discuss who makes a good role model and why</li> <li>Raise and discuss questions about following others – including both positive and negative responses</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>			
<b>Lancashire Field of enquiry</b>		<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	

# Section 4

Religious Education (Lancashire Agreed Syllabus) Christianity								
Y2: How do we respond to the things that really matter?	RE Skills		<ul style="list-style-type: none"> <li>Retell and suggest meanings for religious stories and/or beliefs</li> <li>Use some religious words and phrases when talking about beliefs and values</li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe how religion is expressed in different ways</li> <li>Suggest the symbolic meaning of imagery and actions</li> </ul>			
	Content (Christianity)	Church	<ul style="list-style-type: none"> <li>Suggest beliefs and values that might unite the Christian community</li> <li>Talk about why some Christians might think it is important to come together to worship God</li> </ul>		<ul style="list-style-type: none"> <li>Identify symbols (images and actions) used in Christian worship</li> <li>Talk about how and why symbols might be used in Christianity</li> <li>Identify and describe features of a church</li> </ul>	<ul style="list-style-type: none"> <li>Identify signs and symbols in the world around them</li> <li>Talk about the school logo – what values it might represent and how it might unite the school community</li> </ul>	<ul style="list-style-type: none"> <li>Ask thoughtful questions about signs and symbols</li> <li>Talk about communities that they belong to – and how they show their commitment to these communities</li> </ul>	
		Jesus	<ul style="list-style-type: none"> <li>Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> </ul>		<ul style="list-style-type: none"> <li>Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) – and the symbolic meaning</li> <li>Talk about the different ways that Christians might celebrate Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways that humans use light</li> <li>Discuss the importance of light – as a source of comfort, security and hope</li> <li>Talk about how and why light might be an important symbol</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the value of sources of light in their own lives</li> <li>Talk about the people who provide comfort, security and hope for them</li> <li>Suggest ways in which they might be a light for others</li> </ul>	
		God	<ul style="list-style-type: none"> <li>Retell (simply) the Genesis 1 story of creation</li> <li>Suggest why Christians might think it is important to look after the world</li> </ul>		<ul style="list-style-type: none"> <li>Suggest ways that Christians might express their concern for the natural world</li> <li>Describe how and why Christians might thank God for creation at Harvest festivals</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which humans use (and abuse) the natural world</li> <li>Talk about why our planet should matter to all humans – and how this should influence our behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own use of the world's resources</li> <li>Ask questions about what they can do to show that they care about the world</li> </ul>	
Knowing about and understanding religions and worldviews			Expressing and communicating ideas related to religions and worldviews					
Lancashire Field of enquiry		Beliefs and values		Living Religious Traditions		Shared Human Experience	Search for Personal Meaning	

# Section 4

Religious Education (Lancashire Agreed Syllabus) Christianity					
Y1: What do people say about God?	<b>RE Skills</b>		<b>Religious Education (Lancashire Agreed Syllabus)                      Christianity</b>		
	<b>Content                      (Christianity)</b>		<b>RE Skills</b>		
	Church	<ul style="list-style-type: none"> <li>Give an example of a key belief and/or a religious story</li> <li>Give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>Use some religious words and phrases to recognise and name features of religious traditions</li> <li>Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>Notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> <li>Talk about their own experiences</li> </ul>
	Jesus	<ul style="list-style-type: none"> <li>Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies</li> <li>Talk about what it might mean to belong to the Church family</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of baptism – e.g. the font, candles, godparents</li> <li>Talk about why parents might want to have their child baptised</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what it means to belong to a family</li> <li>Talk about the role of families in raising children</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own identity as part of a family and part of the school community</li> </ul>
<b>Content                      (Christianity)</b>		<ul style="list-style-type: none"> <li>Know a simple version of the nativity story</li> <li>Talk about why Christians would say that Jesus is a special baby</li> <li>Talk about how different characters in the nativity welcome the baby Jesus</li> </ul>	<ul style="list-style-type: none"> <li>Identify religious aspects of Christmas celebrations</li> <li>Talk about why Christmas is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>Consider how and why babies might be special – and why they need love and care</li> <li>Talk about the importance of looking after those who cannot help themselves</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own beginnings and how they were welcomed into the family</li> <li>Reflect on who has helped them in life so far</li> </ul>
<b>Content                      (Christianity)</b>		<ul style="list-style-type: none"> <li>Know that Christians refer to God as 'Father'</li> <li>Talk about why Christians might compare God to a loving parent</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how and why Christians might want to talk to God (prayer)</li> <li>Suggest symbolic meanings of rituals and items used in Christian prayer</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the importance of love in families</li> <li>Talk about the ways in which they are cared for and supported by family members</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own role within the family</li> <li>Discuss who they can talk to when they are happy/sad/worried</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>		
<b>Lancashire Field of enquiry</b>		<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>

The Lancashire Agreed Syllabus for RE has 3 strands of subject knowledge concerned with teaching about Christianity: God, Jesus and Church. These should be taught as three distinct RE units in each year. The RE skills should be developed throughout the year in all aspects of the RE curriculum and in the three strands of teaching about Christianity.

Although the three strands are to be taught distinctly, they will also contribute to a holistic understanding of the beliefs, values and living religious traditions of Christianity. As pupils progress, they should increasingly be able to make connections from across the strands.

# Section 4

<b>Religious Education (Lancashire Agreed Syllabus) Hindu Dharma</b>				
<b>Y6: Is life like a journey?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>
	<b>Content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked</li> <li>Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>Explain how a person might change as they move from one ashrama to the next</li> <li>Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the special milestones that we might celebrate during a person's lifetime</li> <li>Discuss how our rights, responsibilities and relationships with others might change as we go through life</li> </ul>
<b>Y5: Where can we find guidance about how to live our lives?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>Explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Explain differing forms of expression and why these might be used</li> <li>Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>Consider the role of rules and guidance in uniting communities</li> </ul>
	<b>Content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>Explain how Holi celebrations might express Hindu beliefs about equality</li> </ul>	<ul style="list-style-type: none"> <li>Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>Consider the different ways that myth and stories are used</li> <li>Explain how a 'truth' might be contained within a story</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>

# Section 4

Religious Education (Lancashire Agreed Syllabus) Hindu Dharma					
Y4: How should we live our lives?	RE Skills	<ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>
	Content (Hindu Dharma)	<ul style="list-style-type: none"> <li>Explore teachings about good and evil in the story of Rama and Sita</li> <li>Describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma</li> </ul>	<ul style="list-style-type: none"> <li>Use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul>	<ul style="list-style-type: none"> <li>Discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own concept of 'goodness'</li> <li>Discuss what gives them hope during difficult times</li> </ul>
Y3: Who should we follow?	RE Skills	<ul style="list-style-type: none"> <li>Show awareness of similarities in religions</li> <li>Identify beliefs and values contained within a story/teaching</li> <li>Identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>Identify how religion is expressed in different ways</li> <li>Use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>In relation to matters of right and wrong, recognise their own and others' values</li> <li>Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>
	Content (Hindu Dharma)	<ul style="list-style-type: none"> <li>Develop an understanding of the importance of duty and commitment to many religions</li> <li>Know that following Dharma (religious duty) is an important part of Hindu life</li> <li>Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family</li> </ul>	<ul style="list-style-type: none"> <li>Describe how and why Hindus might celebrate Raksha Bandhan</li> <li>Identify aspects of the celebration which remind Hindus of their Dharma</li> <li>Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?)</li> </ul>	<ul style="list-style-type: none"> <li>Identify sources of authority and inspiration</li> <li>Consider what our 'duties' as human beings are</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own duties – to themselves, to their families, to their communities</li> <li>Discuss who or what they follow – and why</li> </ul>
Knowing about and understanding religions and worldviews			Expressing and communicating ideas related to religions and worldviews		
Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning	

# Section 4

<b>Religious Education (Lancashire Agreed Syllabus) Hindu Dharma</b>					
<b>Y2: How do we respond to the things that really matter?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Retell and suggest meanings for religious stories and/or beliefs</li> <li>Use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how religion is expressed in different ways</li> <li>Suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>Identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Talk about their own identity and values</li> </ul>
	<b>Content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>Know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>Know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>Suggest why Hindus might believe that it is important to show devotion to the deities</li> </ul>	<ul style="list-style-type: none"> <li>Know that Hindus might worship at a Mandir and/or the home shrine</li> <li>Suggest why worship in the home might be important</li> <li>Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about qualities that make some people special</li> <li>Identify ways in which humans show their gratitude to the people who matter in their lives</li> </ul>	<ul style="list-style-type: none"> <li>Talk about who is special to them and why</li> <li>Reflect on who they should be grateful to and how they might show this in words and actions</li> </ul>
<b>Y1: What do people say about God?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Give an example of a key belief and/or a religious story</li> <li>Give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>Use some religious words and phrases to recognise and name features of religious traditions</li> <li>Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>Notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> </ul>
	<b>Content (Hindu Dharma)</b>	<ul style="list-style-type: none"> <li>Know that Hindus believe in one God in many forms</li> <li>Know that Hindus believe that God is present in all living things</li> <li>Suggest what Hindus might learn about God from the story of the blind men and the elephant</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how and why Hindus might use statues and images (murtis) in their worship</li> <li>Suggest symbolic meanings expressed in the images</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the different ways that people can be seen and described</li> <li>Consider how people might have multiple roles</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how others might see them</li> <li>Talk about the different roles that they might have (friend, child, brother/sister etc.)</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>		
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	

# Section 4

Religious Education (Lancashire Agreed Syllabus) Islam					
Y6: Is life like a journey?	RE Skills	<ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul>
	Content (Islam)	<ul style="list-style-type: none"> <li>Analyse the Five Pillars of Islam and how they are linked</li> <li>Explain how the beliefs and values of Islam might guide a person through life</li> <li>Explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>Explain how a person might change once becoming a hajji</li> <li>Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the various events that might happen on the journey of life and how people might change over the course of their life</li> <li>Consider what support people might need on life's journey</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</li> </ul>
Y5: Where can we find guidance about how to live our lives?	RE Skills	<ul style="list-style-type: none"> <li>Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>Explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Explain differing forms of expression and why these might be used</li> <li>Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>Consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate the sources of guidance available to them</li> <li>Consider the value of differing sources of guidance</li> </ul>
	Content (Islam)	<ul style="list-style-type: none"> <li>Explore Islamic beliefs about the Qur'an as the word of God</li> <li>Explain how and why the Qur'an is a source of guidance for life for a Muslim</li> <li>Explain the impact of believing that the Qur'an is divine revelation</li> <li>Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> </ul>	<ul style="list-style-type: none"> <li>Explain how and why Muslims might commemorate the Night of Power</li> <li>Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God</li> <li>Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</li> </ul>	<ul style="list-style-type: none"> <li>Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority</li> <li>Suggest when and why people might want guidance about how to live</li> </ul>	<ul style="list-style-type: none"> <li>Discuss who or what has guided them in their own beliefs, values and commitments</li> <li>Reflect on what 'ultimate authority' might mean for them</li> </ul>
		Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	
Lancashire Field of enquiry		Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning

# Section 4

Religious Education (Lancashire Agreed Syllabus) Islam					
Y4: How should we live our lives?	RE Skills	<ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>
	Content (Islam)	<ul style="list-style-type: none"> <li>Explore Islamic teachings about Ramadan from the Qur'an</li> <li>Make links between Islamic values and the beliefs explored so far in their study of Islam</li> </ul>	<ul style="list-style-type: none"> <li>Use subject specific language to describe how and why Muslims fast at Ramadan</li> <li>Explain the importance of Ramadan in the context of the Five Pillars of Islam</li> <li>Consider the impact that fasting might have on individuals, families and communities</li> </ul>	<ul style="list-style-type: none"> <li>Discuss (with relevant examples) the importance of showing commitment to a belief, value or community</li> <li>Consider the role of sacrifice within religion and communities</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own beliefs, values and commitments</li> <li>Consider and discuss how they demonstrate their personal commitments</li> </ul>
Y3: Who should we follow?	RE Skills	<ul style="list-style-type: none"> <li>Show awareness of similarities in religions</li> <li>Identify beliefs and values contained within a story/teaching</li> <li>Identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>Identify how religion is expressed in different ways</li> <li>Use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>In relation to matters of right and wrong, recognise their own and others' values</li> <li>Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>
	Content (Islam)	<ul style="list-style-type: none"> <li>Develop and understanding of the importance of founders and leaders for religious communities</li> <li>Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li> <li>Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give reasons for the Islamic practice of Zakah</li> <li>Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable</li> </ul>	<ul style="list-style-type: none"> <li>Identify characteristics of a good role model</li> <li>Discuss how good role models can have a positive impact on individuals, communities and societies</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their own aspirations for themselves and others</li> <li>Ask questions and suggest answers about how they can try to make the world a better place</li> </ul>
Knowing about and understanding religions and worldviews			Expressing and communicating ideas related to religions and worldviews		
Lancashire Field of enquiry	Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning	

# Section 4

Religious Education (Lancashire Agreed Syllabus) Islam					
Y2: How do we respond to the things that really matter?	RE Skills	<ul style="list-style-type: none"> <li>Retell and suggest meanings for religious stories and/or beliefs</li> <li>Use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how religion is expressed in different ways</li> <li>Suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>Identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Talk about their own identity and values</li> </ul>
	Content (Islam)	<ul style="list-style-type: none"> <li>Suggest why Muslims believe that it is important to respect God</li> <li>Talk about why Muslims would want to show their gratitude to God</li> <li>Know that submission to God is an important aspect of Islamic life</li> </ul>	<ul style="list-style-type: none"> <li>Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li> <li>Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li> <li>Suggest how making time for the five daily prayers is an act of submission</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)</li> <li>Identify ways in which humans show their gratitude</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the things they do on a regular basis as a sign of their commitment and belonging</li> <li>Reflect on who they should be grateful to and how they show this</li> </ul>
Y1: What do people say about God?	RE Skills	<ul style="list-style-type: none"> <li>Give an example of a key belief and/or a religious story</li> <li>Give an example of a core value or commitment</li> </ul>	<ul style="list-style-type: none"> <li>Use some religious words and phrases to recognise and name features of religious traditions</li> <li>Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>	<ul style="list-style-type: none"> <li>Notice and show curiosity about people and how they live their lives</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> </ul>
	Content (Islam)	<ul style="list-style-type: none"> <li>Know that Muslims believe in one God (Allah)</li> <li>Know that Muslims believe the world was created by God</li> <li>Talk about why Muslims might value the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet</li> <li>Suggest how Muslims might show respect for God by caring for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on how they treat the natural world – and if they have a duty to look after it</li> </ul>
		Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	
Lancashire Field of enquiry		Beliefs and values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning



## Summative End of Key Stage Assessments Judgments

As part of their monitoring role, Lancashire SACRE ask that schools submit end of key stage attainment measures at the close of each academic year.

Schools will find two documents useful in helping them form summative judgements at the end of Y2 and Y6. They draw together age related expectations across the main progressed religions aligned to the Field of Enquiry.

They can be found on the RE website following this link:  
[http://www.lancsngfl.ac.uk/curriculum/re/index.php?category\\_id=15&page\\_no=](http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=15&page_no=)



# Section 5 ks3

## KS3 Model Curriculum Overview

Y7: Where do we belong?	What do we mean by religion and worldviews? (thematic)	Caused or chance? Ideas about the origins of the universe (Christianity: God and Humanism)	How do Jewish holy days remind adherents of their faith? (Judaism)	Faith and Justice – How should we treat our 'neighbours'? (Christianity: Jesus)	What does belonging mean to a young Muslim in the UK? (Islam)	What is the Church? (Christianity: Church)	What might Hindus learn through celebrating festivals? (Hindu Dharma)	
	The units in Y7 are foundational. It is an opportunity to revisit and pull together their prior learning. It is also a way of identifying and plugging any gaps in knowledge. Each unit should contribute to a pupil's understanding of the role that religious and non-religious beliefs might have in contributing to a person's sense of identity and belonging.							
Y8: Where can we find guidance?	What does it mean to be the 'Chosen people'? (Judaism) * optional unit	Who was Jesus? (Christianity – Jesus - and non-religious responses)	How do the Qur'an and Hadith guide Muslim life? (Islam) * Optional unit	What is the purpose of life? (Hindu Dharma) * optional unit	Why might the existence of evil and suffering be a problem for theists? (Thematic – Christianity: God + other religion, including non-religious views)	Is suffering a necessary part of the human experience? (Buddhism) * optional unit	What beliefs are central to Christianity? (Christianity: Church)	How might faith inspire people? (thematic)
Y9: What really matters?	How should we make moral decisions? (Christianity: Jesus and Church - and Humanism)			What matters most in Islam? (Islam)	Does religion encourage equality? (Sikh Dharam) * optional unit	What matters in the journey of life? (Hindu Dharma)	What is faith? (Christianity: God)	Does religion matter in the 21st century? (thematic)

This model reflects the fact that the religious traditions in Great Britain are 'in the main Christian'. The other major religious traditions of Great Britain (Islam, Hinduism, Judaism, Sikhism and Buddhism) should be studied across the key stages; although they do not have to be studied in equal depth or in every key stage.

In the Lancashire Agreed Syllabus Christianity, Islam and Hinduism are progressed studies. Christianity should be studied each year, enabling pupils to deepen their knowledge and understanding around the three key themes of God, Jesus and Church.

There should be opportunities in KS3 for in-depth studies of Islam and Hinduism. Schools should then choose at least 3 of the 5 optional units to ensure that the KS3 curriculum is broad and balanced.

The thematic units are also optional, but provide a good opportunity to explore concepts further and revisit learning in order to deepen understanding, engage in critical thinking and promote scholarship in RE.

# Section 5

## Pillars of Progression at KS3

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>KS3 Expected standards: Christianity</b>				
<b>Y9: What really matters?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Analyse differing ways of thinking about God and make comparisons within and between different religious traditions and schools of thought</li> <li>Explain (using a range of examples) what we mean by the term 'religion' – what similarities and key distinctions are there between the religions studied so far</li> <li>Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values</li> </ul>		
	<b>Content (Christianity)</b>	<ul style="list-style-type: none"> <li>Analyse and explain the complexity of faith and belonging to a religious tradition in the modern world</li> <li>Give a range of examples to demonstrate knowledge of how religious beliefs and teachings might influence an individual's world view and responses to the question of what it means to be human</li> <li>Use a wide religious vocabulary to show accurate and coherent understanding of religious and non-religious responses to philosophical, ethical and social issues</li> </ul>		
		<b>Knowing about and understanding religions and worldviews</b>	<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>

# Section 5

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>KS3 Expected standards: Christianity</b>					
<b>Y8: Where can we find guidance?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Describe, explain and analyse the impact of beliefs on a person's sense of identity and purpose as a human being</li> <li>Consider how sources of wisdom and authority might be a source of moral guidance and wisdom</li> <li>Explain how stories might be used to teach religious and spiritual messages</li> <li>Explain differing ways that sacred texts might be interpreted as sources of 'truth'</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with a range of examples) how beliefs and teachings might impact the lives of individuals and communities</li> <li>Explain how believers might find inspiration from sources of wisdom and authority (including inspirational people) about how to live a good life</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful views based on wide knowledge about the human need for guidance in life, suggesting how ethics are shaped by our history and communities</li> <li>Debate and interpret varied ways of understanding sources of wisdom and authority in making decisions about how to live today (e.g. literal and symbolic applications of sacred texts, different ways of being inspired by a leader)</li> </ul>	
	<b>Content (Christianity)</b>	<ul style="list-style-type: none"> <li>Describe, explain, and analyse Christian beliefs about Jesus as the Messiah and God incarnate</li> <li>Consider how Christian scripture might be a source of guidance and wisdom</li> <li>Explain how teaching about the life of Jesus might be interpreted in different ways - and how these might guide and inspire Christians today</li> <li>Analyse and evaluate Christian beliefs about the nature of God – as omnipotent, benevolent creator of all</li> <li>Explain and analyse Christian beliefs about the significance of the death and resurrection of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>Explain what is meant by the term discipleship and what it might mean to be a follower of Christ in the 21st century</li> <li>Be able to give a range of individual Christians who have been inspired by the example and teachings of Jesus – and who themselves inspire others</li> <li>Explain why the existence of evil and suffering in the world raises questions for those who believe in an omnipotent, benevolent creator of all</li> <li>Analyse answers that may be given to the Philosophical Problem of Evil and Suffering</li> <li>Analyse the importance of Christmas and Easter to Christian individuals and communities, making links with beliefs about incarnation and salvation</li> </ul>	<ul style="list-style-type: none"> <li>Suggest the different questions and responses that humans might raise in response to the existence of evil and suffering, including non-religious responses</li> <li>Consider the different approaches that could be taken when exploring the question 'Who was Jesus?' – e.g. theological, historical</li> <li>Explain the different religious and non-religious responses that might be given in response to the question 'Who was Jesus'?</li> <li>Discuss differing ideas and attitudes about the nature and ultimate purpose of human life</li> </ul>	<ul style="list-style-type: none"> <li>Use a rich knowledge of Christian answers to life's big questions to articulate own responses to questions such as: What is my purpose as a human? Who or what guides how I live my life? Who or what do I turn to for comfort, hope and inspiration?</li> <li>Reflect on the role of stories and traditions in human history and the impact these may have had in terms of influencing their own world-view and answers to life's difficult questions</li> </ul>
		<b>Knowing about and understanding religions and worldviews</b>		<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	

# Section 5

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>KS3 Expected standards: Christianity</b>					
<b>Y7: Where do we belong?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>• Awareness of the complexity of religious beliefs and practices, and ways of talking about religious and non-religious beliefs</li> <li>• Analyse the differing beliefs, understandings and attitudes that people may hold about God</li> <li>• Use subject specific language when speaking and writing about religious and non-religious beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>• Use key concepts to explain how believer might express their membership of the faith</li> <li>• Explain the impact of beliefs and teachings about on individuals and communities</li> <li>• Analyse, interpret and explain symbolism in expressions of faith</li> <li>• Consider the importance of religious community to a particular faith – and apply this to their deepening understanding of what is meant by ‘religion’</li> </ul>	<ul style="list-style-type: none"> <li>• Express thoughtful views about the significance of our communities in making us who we are, considering the impacts of our friends, relatives and wider circles of belonging</li> <li>• Evaluate the importance of having a sense of identity and belonging</li> <li>• Explain how beliefs and traditions bring religious communities together</li> </ul>	
	<b>Content (Christianity)</b>	<ul style="list-style-type: none"> <li>• Know what Christians mean when they refer to God as the Almighty, the Creator and Sustainer</li> <li>• Explain differing Christian ways of understanding the creation stories in Genesis</li> <li>• Analyse some of the philosophical arguments for the existence of God (e.g. the Cosmological Argument)</li> <li>• Explain the importance of Jesus and the Holy Spirit to Christians in the context of the Trinity</li> <li>• Know a selection of the key parables taught by Jesus – and be able to explain how these might influence the behaviour of individual Christians and communities</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse teachings contained in the Genesis accounts of creation and explain the impact that these might have on the life of a believer, especially in terms of stewardship and concerns about environmental issues</li> <li>• Explain why and give examples of how individual Christians and communities have worked for justice</li> <li>• Analyse, interpret, and explain the use of art and symbols in Christian communities</li> <li>• Know what is meant by the ‘World-wide Church’</li> <li>• Explain why there are different denominations of Christianity</li> <li>• Analyse the importance of belonging to a faith community for a Christian and be able to give examples of how a Christian might express their belonging and commitment to a church community</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse a range of religious and non-religious views about the origins of the world and the role of human beings in the world</li> <li>• Consider what human concerns and values might unite the world-wide community (and what issues and injustices might divide it)</li> <li>• Explain how interpretations of beliefs, values and traditions can unite or divide communities</li> <li>• Consider the importance of shared beliefs and values to a community, and how these might lead to a sense of unity</li> <li>• Discuss the different ways that people might express their commitments to the communities they belong to</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate increasing self-awareness and awareness of their own roles and responsibilities in the differing communities they belong to</li> <li>• Draw on learning about the Christianity to respond to questions such as: Who am I? What are my beliefs and values – and how do I express these? Where do I belong? What am I committed to? Who or what do I really care about?</li> </ul>
		<b>Knowing about and understanding religions and worldviews</b>		<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	

# Section 5

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>Expected standards: Islam</b>					
<b>Y9: What really matters? What matters most in Islam?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Analyse how Islamic texts are interpreted to give clear guidance about ethical and social issues</li> <li>Interpret some examples of Quranic teaching about ultimate questions, what matters most</li> <li>Explain the impact of beliefs about the Revelation of the Quran, and the role of the Prophet Muhammad as an excellent exemplar of Muslim living</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide religious vocabulary to describe accurately three examples of Muslim practice in ethical and social issues (e.g. could include gender roles, peace-making, interfaith working, care for the disadvantaged)</li> <li>Use the key Muslim concept of subhanallah, the perfection of God to explain examples of how Muslims follow their faith</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful views based on wide knowledge about varied ways humans answer their ultimate questions</li> <li>Debate and interpret varied ways of understanding God (e.g. from Islam, another religion and a non-religious philosophy)</li> </ul>	<ul style="list-style-type: none"> <li>Research and debate coherent responses to issues about ultimate questions, evaluating a range of answers</li> <li>Use different disciplines (e.g. philosophy, sociology, theology) to reflect on your own answers to life's great questions</li> <li>Develop insights and arguments to explain why you hold your own view of the world, and the questions that matter most to you</li> </ul>
	<b>Content (Islam)</b>	<ul style="list-style-type: none"> <li>Analyse examples of Muslim use of sources of wisdom and authority (Quran and Hadith) to define Muslim worldviews and ways of living</li> <li>Give reasoned interpretations of how and why Muslims regard the teaching of the Qur'an as authoritative</li> <li>Consider thoughtfully the place of belief in Allah, the role of the Quran and the importance of the 5 Pillars in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Explain and interpret how examples of Muslim spirituality relate to the completion of duties and rituals (e.g. in different levels of prayer, in the experience of being changed by Hajj, in Hifz classes or in charitable giving)</li> <li>Explain the places given in Islam to (for example) submission to Allah, building Mosques, devotion, shariah law and memorisation of the Quran, showing how these aspects of Islam exhibit the priorities of the faith</li> </ul>	<ul style="list-style-type: none"> <li>Discuss, explain and respond for myself to two examples of Islamic expressions of what matters most (e.g. the ways Muslim architecture expresses devotion and love for Allah, or how the shared human experience of facing death is handled in Islam)</li> <li>Consider and explain with reasons why it matters to build and to remember</li> </ul>	<ul style="list-style-type: none"> <li>Use a rich knowledge of Muslim answers to life's big questions of meaning and purpose to consider and express reasonably some varied answers of my own to these questions</li> <li>Consider the questions: What matters most to me? What are my core commitments? Why are they similar to or different from some Muslim examples?</li> </ul>
		<b>Knowing about and understanding religions and worldviews</b>		<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	



# Section 5

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>Expected standards: Islam</b>					
<b>Y8:</b> <b>Where can we find guidance?</b> <b>How do the Quran and the Hadith guide Muslim life?</b>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Analyse how Islamic texts are interpreted to give clear guidance about akhlaq (character and behaviour)</li> <li>Interpret some examples of teaching from Quran and Hadith about iman (faith), explaining how Muslim leaders use texts to guide their communities in varied ways</li> <li>Explain the impact of beliefs about the Revelation of the Quran, and the role of the Prophet Muhammad as an excellent exemplar of Muslim living</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide religious vocabulary to describe accurately three examples of Muslim guidance for life</li> <li>Use the key Muslim concept of Risalah (prophethood) to explain two or more ways in which the example of the Prophet Muhammad has an impact on British Muslims today</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful views based on wide knowledge about the human need for guidance in life, suggesting how ethics are shaped by our history and communities</li> <li>Debate and interpret varied ways of following examples from the past in making decisions about how to live today (e.g. literal and symbolic applications of sacred texts, different ways of being inspired by a leader)</li> </ul>	<ul style="list-style-type: none"> <li>Research and debate issues about the role of history and tradition in guiding our society and your own ideas today</li> <li>Express clearly your own reasoned views about how religion can shape society and about how personal autonomy could or should be connected to social issues</li> <li>Demonstrate increasing self-awareness and awareness of others in your own personal development</li> </ul>
	<b>Content (Islam)</b>	<ul style="list-style-type: none"> <li>Analyse examples of Muslim use of sources of wisdom and authority (Quran and Hadith) to establish what a good Muslim must do</li> <li>Explain how and give reasons why the teaching of the Qur'an and Hadith is followed today by hundreds of millions of Muslims worldwide</li> <li>Explain reasons why the Quran is so precious to Muslims</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the significance of British Muslim practice in applying Islamic teachings to today's issues and questions (examples might include practice of worship, Islamic foodbanks, Islamic dress, representation of Islam in the media)</li> <li>Explain how British Muslims contribute to national life through a wide range of modern examples</li> </ul>	<ul style="list-style-type: none"> <li>Discuss, explain and respond for myself to two examples of Muslims' use of guidance from their faith, examining how all humans use the guidance or wisdom of their traditions to make sense of life</li> <li>Consider and explain with reasons why it matters to every person to consider what is handed down to us</li> </ul>	<ul style="list-style-type: none"> <li>Use a rich knowledge of Muslim answers to life's big questions of authority and wisdom to consider reasonably some answers of my own to questions: who do I trust? Who is an authority for me? Why?</li> <li>Consider the questions: where do I find wisdom to live by? Draw on the insights seen in Islam to respond to the questions</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>		
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>	

# Section 5

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>Expected standards: Islam</b>				
<p>Y7: Where do we belong? Muhammad, Mosque and Makkah: what does it mean to belong for young Muslims in the UK?</p>	<b>RE Skills</b>	<ul style="list-style-type: none"> <li>Analyse how belonging in Islam connects to Muslim sources of wisdom, beliefs and practices</li> <li>Explain how Muslim beliefs and values can give a strong sense of religious belonging to British Muslims</li> <li>Explain the impact of beliefs about akhlaq, (character and moral conduct) on Muslim communities</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide religious vocabulary to describe accurately three examples of Muslim ritual that develop a sense of belonging</li> <li>Use key concepts from Islam to explain two or more examples of how leading British Muslims express their membership of the faith (examples from sport, entertainment, politics or other fields are suitable)</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful views about the significance of our communities in making us who we are, considering the impacts of our friends, relatives and wider circles of belonging</li> <li>Discuss, think and respond to what is valuable and interesting in Muslim examples of belonging</li> </ul>
	<b>Content (Islam)</b>	<ul style="list-style-type: none"> <li>Analyse Muslim belief about identity and belonging to Allah and to the Muslim community</li> <li>Explain reasons why the teaching of the Qur'an and Hadith can give Muslims a strong sense of community</li> <li>Explain the importance of belonging to Allah, to the Muslim community, to the mosque and to the human race in Islam</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain the significance of British Muslim identities today: examine how young British Muslims express their sense of belonging</li> <li>Explain how Muslim spiritual experience can reinforce a sense of belonging to Allah (e.g. Sufi experience)</li> <li>Consider how each of the 5 Pillars can reinforce Islamic identity</li> </ul>	<ul style="list-style-type: none"> <li>Discuss, explain and respond for myself to two examples of social action in Islam that connect to solidarity with other Muslims and the human race (e.g. the work of a Muslim charity, the life story of an inspiring Muslim)</li> <li>Consider and explain with reasons why it matters to every person to belong to bigger communities</li> </ul>
<b>Knowing about and understanding religions and worldviews</b>			<b>Expressing and communicating ideas related to religions and worldviews</b>	
<b>Lancashire Field of enquiry</b>	<b>Beliefs and values</b>	<b>Living Religious Traditions</b>	<b>Shared Human Experience</b>	<b>Search for Personal Meaning</b>



# Section 5

<b>Religious Education (Lancashire Agreed Syllabus)</b> <b>KS3 Expected standards: Hindu Dharma</b>					
Y9: What really matters?	RE Skills	<ul style="list-style-type: none"> <li>Analyse differing ways of thinking about God and make comparisons within and between different religious traditions and schools of thought</li> <li>Explain (using a range of examples) what we mean by the term 'religion' – what similarities and key distinctions are there between the religions studied so far</li> <li>Explain why members of the same faith may differ in their interpretations and emphases of different aspects of beliefs, teachings and values</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and explain the complexity of faith and belonging to a religious tradition in the modern world</li> <li>Give a range of examples to demonstrate knowledge of how religious beliefs and teachings might influence an individual's world view and responses to the question of what it means to be human</li> <li>Use a wide religious vocabulary to show accurate and coherent understanding of religious and non-religious responses to philosophical, ethical and social issues</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful and articulate views based on a wide knowledge about varied ways humans answer their ultimate questions (philosophy)</li> <li>Debate and interpret different human responses to the question of what really matters</li> <li>Compare different ideas about what constitutes a good life</li> </ul>	<ul style="list-style-type: none"> <li>Research and debate coherent responses to issues about ultimate questions, evaluating a range of answers</li> <li>Use insights from different disciplines (e.g. philosophy, sociology, theology) to reflect on own answers to ultimate questions</li> <li>Develop insights and supporting arguments to explain own view of the world, and to discuss the questions that matter most</li> </ul>
	Content (Hindu Dharma)	<ul style="list-style-type: none"> <li>Explain (using technical terms) the different ways that Brahman might be understood (i.e. as nirguna or saguna). Apply this to their prior learning about Brahman to deepen understanding</li> <li>Explain what is meant by theism in the context of the Hindu Dharma</li> <li>Analyse the role of Shiva in the Trimurti</li> <li>Explain Hindu beliefs and teachings about the cyclical nature of time</li> <li>Analyse the Hindu concept of Maya</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate how belief in maya might impact on the world-view of a Hindu</li> <li>Explain the aims of Hindu life (moksha, Dharma, kama, artha) and how these might impact the life of a believer</li> <li>Explain how and why some Hindus might focus on trying to achieve moksha</li> <li>Analyse how Hindu beliefs about the cyclical nature of existence might influence attitudes towards death and the funeral rites</li> </ul>	<ul style="list-style-type: none"> <li>Analyse and evaluate the importance of having clear aims in life</li> <li>Consider a range of differing world-views about the nature of time, the origins of the universe, if there is an Ultimate Reality, how we know what is true</li> <li>Compare differing attitudes towards the idea that religions and religious identity might change over time</li> </ul>	<ul style="list-style-type: none"> <li>Articulate own answers to philosophical and ethical questions, making insightful comparisons to the ideas and work of others</li> <li>Use knowledge of religious and non-religious world-views to consider the questions: What matters most to me? What are my core commitments? Why are they similar to or different to those of other people?</li> </ul>
Knowing about and understanding religions and worldviews			Expressing and communicating ideas related to religions and worldviews		
Lancashire Field of enquiry	Beliefs and values		Living Religious Traditions	Shared Human Experience	Search for Personal Meaning

**Religious Education (Lancashire Agreed Syllabus)**  
**KS3 Expected standards: Hindu Dharma**

<p><b>Y8:</b>  <b>Where can we find guidance? (What is the purpose of life? Is there an ultimate purpose?)</b></p>	<p><b>RE Skills</b></p>	<ul style="list-style-type: none"> <li>Describe, explain and analyse the impact of beliefs on a person's sense of identity and purpose as a human being</li> <li>Consider how sources of wisdom and authority might be a source of moral guidance and wisdom</li> <li>Explain how stories might be used to teach religious and spiritual messages</li> <li>Explain differing ways that sacred texts might be interpreted as sources of 'truth'</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with a range of examples) how beliefs and teachings might impact the lives of individuals and communities</li> <li>Explain how believers might find inspiration from sources of wisdom and authority (including inspirational people) about how to live a good life</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful views based on wide knowledge about the human need for guidance in life, suggesting how ethics are shaped by our history and communities</li> <li>Debate and interpret varied ways of understanding sources of wisdom and authority in making decisions about how to live today (e.g. literal and symbolic applications of sacred texts, different ways of being inspired by a leader)</li> </ul>	<ul style="list-style-type: none"> <li>Articulate own views about the purpose of human existence, showing awareness of people and experiences that have influenced these views</li> <li>Demonstrate increasing self-awareness and awareness of their autonomy in making choices about personal beliefs, values and lifestyles</li> <li>Discuss the importance of bringing respectful towards those with different beliefs, values and lifestyles to their own</li> </ul>
	<p><b>Content (Hindu Dharma)</b></p>	<ul style="list-style-type: none"> <li>Describe, explain and analyse the impact of the Hindu concept of Samsara – accurately using technical terms (e.g. Moksha, karma, atman, Brahman)</li> <li>Consider how Hindu scriptures might be a source of guidance and wisdom</li> <li>Explain how stories about Krishna (such as those found in the Bhagavad Gita) might be used to teach religious and spiritual messages – and how these might guide and inspire Hindus</li> <li>Explain what is meant by pluralism in the context of the Hindu Dharma</li> </ul>	<ul style="list-style-type: none"> <li>Explain (with a range of examples) what is meant by the term Dharma and how it might affect the life of a Hindu</li> <li>Show awareness of the complex ways that Dharma might be understood and how this might be different for different Hindus</li> <li>Give specific examples of how a Hindu might find inspiration from scriptures about how to live a good life</li> </ul>	<ul style="list-style-type: none"> <li>Suggest how humans might use the guidance or wisdom of their particular traditions to make sense of life and their own purpose as a human being</li> <li>Discuss differing ideas and attitudes about the nature and purpose of human life. Consider if life has an ultimate purpose and if so, where does it come from?</li> </ul>	<ul style="list-style-type: none"> <li>Use a rich knowledge of Hindu answers to life's big questions to articulate own responses to questions such as: What is my purpose as a human? Who or what guides how I live my life? What consequences might there be to my choices?</li> <li>Reflect on the role of stories and traditions in human history and the impact these may have had in terms of influencing their own world-view</li> </ul>
<p><b>Y7:</b>  <b>Where do we belong? (How do celebrations unite religious communities? What might Hindus learn from celebrating festivals?)</b></p>	<p><b>RE Skills</b></p>	<ul style="list-style-type: none"> <li>Awareness of the complexity of religious beliefs and practices, and ways of talking about religious and non-religious beliefs</li> <li>Analyse the differing beliefs, understandings and attitudes that people may hold about God</li> <li>Use subject specific language when speaking and writing about religious and non-religious beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>Use key concepts to explain how believer might express their membership of the faith</li> <li>Explain the impact of beliefs and teachings about on individuals and communities</li> <li>Analyse, interpret and explain symbolism in expressions of faith.</li> <li>Consider the importance of religious community to a particular faith – and apply this to their deepening understanding of what is meant by 'religion'</li> </ul>	<ul style="list-style-type: none"> <li>Express thoughtful views about the significance of our communities in making us who we are, considering the impacts of our friends, relatives and wider circles of belonging</li> <li>Evaluate the importance of having a sense of identity and belonging</li> <li>Explain how beliefs and traditions bring religious communities together</li> </ul>	<ul style="list-style-type: none"> <li>Frame, investigate and debate questions about identity and belonging in relation to their learning about religious and non-religious world-views</li> <li>Apply my developing knowledge of religious and non-religious beliefs to these questions: Who am I? What are my beliefs and values – and how do I express these? Where do I belong?</li> </ul>
	<p><b>Content (Hindu Dharma)</b></p>	<ul style="list-style-type: none"> <li>Know what is meant by the term Sanatana dharma – and why this, or 'Hindu dharma' is preferable to 'Hinduism'</li> <li>Explain differing Hindu ways of understanding Brahman</li> <li>Know that Hindus believe Vishnu protects and upholds dharma through the avatars – and explain the impact this might have on a believer</li> <li>Analyse some of the teachings contained in the Ramayana</li> </ul>	<ul style="list-style-type: none"> <li>Analyse teachings contained in the Ramayana and explain the impact that these might have on the life of a believer, especially regarding their understanding of dharma</li> <li>Explain the importance and impact that celebrating festivals might have on individuals and Hindu communities</li> </ul>	<ul style="list-style-type: none"> <li>Consider what unites the world-wide Hindu community</li> <li>Explain how beliefs and traditions (such as festivals) bring Hindu communities together</li> <li>Explain why celebrating Hindu festivals in the UK might be different from celebrating them in India</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing self-awareness and awareness of their own role in the differing communities they belong to</li> <li>Draw on learning about the Hindu Dharma to respond to questions such as: Who am I? What are my beliefs and values – and how do I express these? Where do I belong?</li> </ul>
<p><b>Knowing about and understanding religions and worldviews</b></p>		<p><b>Expressing and communicating ideas related to religions and worldviews</b></p>			
<p><b>Lancashire Field of enquiry</b></p>	<p><b>Beliefs and values</b></p>	<p><b>Living Religious Traditions</b></p>	<p><b>Shared Human Experience</b></p>	<p><b>Search for Personal Meaning</b></p>	

# Section 5

## Assessment Advice KS3

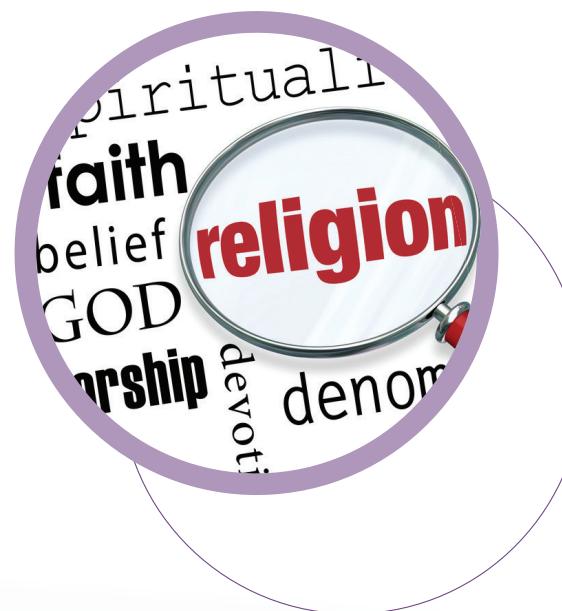
Developing a successful approach to assessment involves having a clear understanding of the purposes and principles of assessment as well as a perception that the subject is academically rigorous. Assessment should relate to the pupil's developing knowledge of the subject matter and their ability to understand and apply it.

Assessment needs to improve learning. To do this well requires high quality conversations about what good work looks and feels like. There are two approaches to assessment.

The first is assessment for learning, also known as formative assessment. Informed by a range of questioning techniques, ongoing formative assessment enables the teacher to adapt their teaching in response to misconceptions and gaps in knowledge identified during the implementation of each RE unit. Assessment is often 'in the moment', enabling the teacher to give timely indicators for improvement and opportunities for pupils to respond. In addition, sharing well-chosen success criteria with pupils enables them to assess their own performance against clearly determined goals.

The second is assessment of learning, also known as summative assessment. This involves work being assessed at the end of a unit, year or key stage, so that a judgment can be made about pupil achievement at a point in time. It will usually involve the use of grades, marks, or attainment measures.

As this syllabus offers a model of progression, summative assessment will determine how much of the curriculum pupils know and remember. It is recommended that summative assessment takes place at sufficiently long intervals to allow time for the curriculum to be taught and learnt. It is also recommended that assessments are not excessively onerous for teachers.



Although the Lancashire Agreed Syllabus does not prescribe any particular model for in-school assessment and tracking, schools should consider the following principles to ensure that the chosen approach meets the requirements of the syllabus:

This assessment should:

- Be a planned part of the programme of study, not just a separate test at the end.
- Help pupils to know and recognise the standards they are aiming for in RE. The criteria for great pieces of work need to be shared with pupils.
- Enable teachers to measure whether pupils are retaining knowledge over time and are on track to meet end of unit, year and key stage goals.
- Be diagnostic in enabling teachers and learners to pinpoint specific areas of RE in which pupils are struggling or excelling.
- Be inclusive of all abilities and have high expectations of and for all pupils.
- Inform and support planning in RE.
- Enable the teacher to monitor pupil progress and report to parents.

## Section 6 Key Stages 4 & 5

### Key Stage 4

The syllabus is structured to ensure that the in-depth analysis provided in Key Stage 3 prepares students effectively for work at Key Stage 4.

Across Key Stage 4 RE **must be taught** to all students on roll at a school where this syllabus applies.

Whilst there is no legal requirement to sit public examinations, **students following an accredited course from an approved examination board (such as GCSE Religious studies) will have deemed to have met the requirements of the agreed syllabus.**

Specifications for the full course are available from the examination boards. It is the belief of the SACRE that pupils deserve the opportunity to have their learning in RE accredited.

Teachers should select which board to follow in line with their school's examination policy. The options chosen are at the school's discretion, but it should have an appropriate focus on **Christianity and at least one other world faith.**

It is expected that the majority of students will be entered for the externally verified examination towards the end of their time in year 11.

### Key Stage 5

#### Legal requirements

**All registered pupils in Lancashire's maintained and voluntary controlled schools, including those in the sixth form, must receive RE in accordance with the Locally Agreed Syllabus.**

All registered pupils, including those in the sixth form, in Voluntary Aided schools (or their equivalents) must receive RE in accordance with the institutions' trust deeds/articles of memorandum or similar.

Parents have the right to withdraw their children from the whole or part of the RE curriculum, 'on grounds of conscience'. A student once they have reached the age of 18, may withdraw themselves 'on grounds of conscience'.

#### Sixth Form Colleges

Sixth form colleges that were under school regulations until 30th September 1992 are required to provide RE for all students. A college governing board will be deemed to be performing this duty if RE is provided when it is convenient for the majority of full-time students to attend.

It is for the governing board of a sixth form college to determine the content of the RE provided. This means that a sixth form college does not have to follow a locally Agreed Syllabus. The RE provided must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain' (Education Act 1996, section 375 (3)).

In the case of a sixth form college, or its equivalent, that previously had voluntary aided status, the RE must be taught in accordance with the trust deeds of that institution.

There are a wide range of academic and vocational pathways of study available to sixth formers. Many students would choose to undertake an academic study of RE through an externally assessed course in Religious Studies (RS). For example, GCE A level courses in Religious Studies offer a wide variety of options including Biblical Studies, World religions and Philosophy and Ethics. These are recognised as academic qualifications by employers and for university entrance and course are both stimulating and challenging. There is considerable flexibility in devising non examined programmes of study for students 16-19 years. Different settings may have different titles for the part of the curriculum that includes RE, **but all sixth forms should make this clear in their prospectus to meet legal requirements and allow for parental or student withdrawal.**

The Lancashire Syllabus offers some suggestions to support the teaching of RE at KS5 through its '**Living the Faith**' lines of enquiry. **These are to be found on the RE website.**

# Section 7 Special Needs and Disabilities

## Special Needs and Disabilities

Religious Education must be taught to all registered pupils in maintained schools, including those in reception and the sixth form, except to those withdrawn by their parents (s.352(1) (a)). As far as is practical, Religious Education should be taught to pupils in special schools and PRUs. Religious

Education is for all pupils.

- RE can help children reflect and connect with issues in their own lives and show how others have faced life challenges. This is especially appropriate to those who have experienced struggle, bereavement or difficult experiences.
- RE can offer times of peace, reflection and calm.
- RE offers colourful sensory experiences for example: the sound of a call to prayer, the taste of matza, the touch of tefillin, the smell of incense, the sight of a murti. For pupils who experience the world so strongly through their senses, the subject speaks to them in a direct way.
- RE offers children an opportunity to share meaningful experiences and beliefs. Many pupils with special needs are instinctive individuals who may have deep spiritual insights and experiential moments that are at odds with other areas of understanding. Children with a faith may also have a pride and openness in sharing elements of their own religion with others and a recognition and connection with home beliefs that link some elements of their lives together (Anne Krisman RE Today 2008).

The curriculum may need to be adapted to meet the needs of pupils with special needs and/or disabilities **whilst maintaining the 'Field of Enquiry' ensuring that learning is age appropriate and suitably challenging.** This requires a careful analysis of the knowledge and skills which comprise a particular learning task.

Effective adaption also requires an understanding by teachers of the ways in which pupils learn and which factors might hinder or prevent learning as informed by diagnostic assessment, SEND individual support plans and external advice. This might involve modifying units in response to difficulties with cognition and learning, communication and interaction, sensory/ physical difficulties and social, emotional and mental health needs.

Adaption might involve:

- Dipping into knowledge and skills from prior year groups to maintain progression in learning.
- Breaking knowledge into smaller progressive chunks or focussing on the core theme within the centre of a topic.
- Consolidation or revisiting previous learning to embed understanding.
- Prioritising first-hand encounters with faith representatives and visits to places of worship.
- Prioritising sensory experiences such as art, music, dance and drama.
- Providing opportunities for small group discussion with a focus on the values underpinning a religious theme.
- Using creative forms of assessment and recording e.g. a Wall of Wisdom.

The specific skills of reflection, expression and discernment will not be neglected where teaching is good.

The following documents are recommended for further reading:

Northamptonshire Agreed Syllabus – Inclusion SEN and GT

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/curriculum-and-resources/Documents/N%20SEN%20IN%20MAINSTREAM%20GUIDAN.pdf>

Religious Education Council –celebrating RE and special needs.

<https://www.religiouseducationcouncil.org.uk/resources/documents/re-and-special-educational-needs/>

Growing in RE – Anne Krisman RE Today

[www.reonline.org.uk/supporting/re-matters/news-inner/?id=15291](http://www.reonline.org.uk/supporting/re-matters/news-inner/?id=15291)

TDA toolkit – Including SEND students in secondary religious education

<https://dera.ioe.ac.uk/13807/1/religiouseducationre.pdf>

TDA toolkit – Including SEND students in primary education

<https://dera.ioe.ac.uk/13806/1/religiouseducationre.pdf>

## Section 8 Implementation

### Ways of Knowing Religious Education

The Lancashire Field of Enquiry has its foundations in a **balance** between three areas of discipline:

#### Theology, Human/Social Sciences and Philosophy.

This is a means of structuring the curriculum to help pupils to become 'religiously literate'; being able to hold age appropriate, balanced and well-informed conversations about religion and belief.

#### Theology (believing)

Theology is about **believing**. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other (G. Georgio September 2018).

**Theology is embedded within the 'Belief and Values' strand within the Field of Enquiry. This is the first consideration at the planning stage where teachers consider the theology that lies at the heart of the chosen religious tradition or world view.**



Theology considers:

- **The origins of key beliefs in a tradition;** requiring pupils to consider the sources of beliefs, such as sacred texts, tradition, reason and experience; the reliability and authority of sources may also be debated.
- **The ways in which beliefs have developed over time;** requiring pupils to understand how key beliefs, concepts and ideas have changed through history, or have emerged at different points in response to societal events.
- **The ways in which beliefs relate to each other;** requiring pupils to make connections between different beliefs, concepts and ideas both within and between religions and belief systems/worldviews.
- **The ways in which they shape the way believers see the world and each other,** requiring pupils to consider how theology impacts on the way believers see the world and, as a result, how they live their lives.

It considers the use of reason in assessing the key ideas of a religion or belief system (thus crossing over with philosophy in places), as well as exploring the significance of experience on the claims made by religious and non-religious people.

#### Human/Social Sciences (living)

Human/Social Sciences is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of religion and belief on individuals, communities and societies (G. Georgio September 2018).

**Human/Social Science is embedded within the 'Shared Human Experience' and 'Living Religious Tradition' strands within the Field of Enquiry.** This allows pupils to **explore the nature of being human and the ways in which people who are**, for example, Buddhists, Christians, Hindus, Muslims, Jews or Sikhs **follow their religions and their ways of life today**. This enables pupils to understand how religion and belief impact on **human living**.

Religions and beliefs are not static entities but are lived out in a diverse, multiple ways. It is the difference between studying 'Christianity' and 'Christians' or 'Islam' and 'Muslims'. **It is for this reason that the other two fields of enquiry are crucial, because the lived realities of religions and beliefs are often rooted in theological and philosophical interpretation.**

Human/ Social Sciences consider:

- **Individual identities:** how the object of study impacts on the individual identity of a believer.
- **Communal identities:** how the object of study contributes to or impacts communal identities within and beyond religions and belief systems.
- **Social structures:** how the object of study contributes to or impacts upon human patterns of life.

These considerations can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on.

# Section 8

## Philosophy (thinking)

**Philosophy is about thinking.** It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence (G. Georgiou September 2018).

Although philosophy **underpins all aspects of the Field of Enquiry**, skills are developed more specifically during activities linked to the Search for Personal Meaning and Shared Human Experiences.

This is where pupils are encouraged to:

- Ask and consider questions about meaning and existence
- Refine the ways in which they think about their place in the world.
- Participate in conversations, debates and discussions to developing their critical thinking and reasoning skills.
- Form their own judgements as they make sense of concepts and ideas.
- Sift arguments and explore alternatives as they reflect and develop a sense of personal meaning.

Philosophy considers:

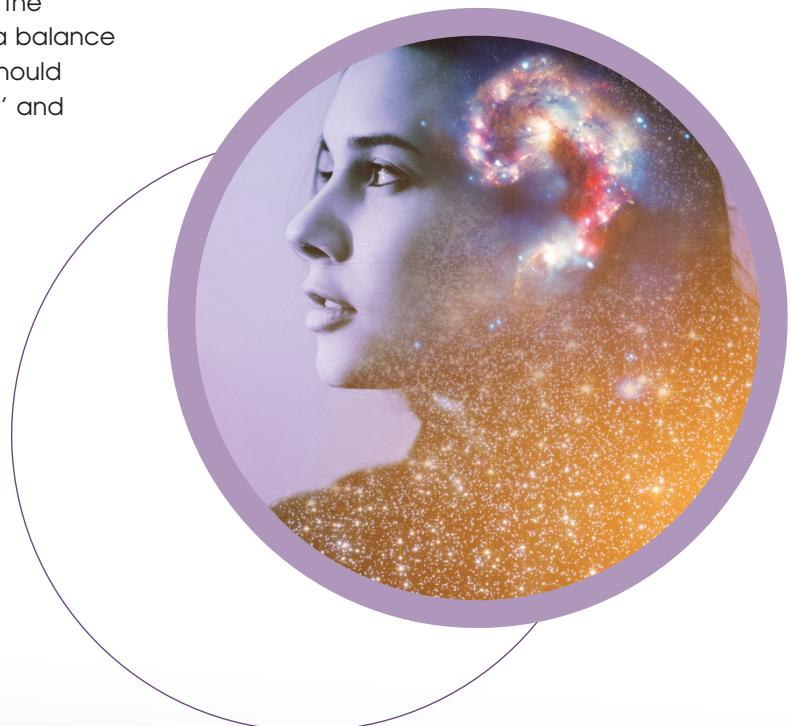
- **Metaphysics:** metaphysics considers the nature of the world around us; using our senses and reason to think about the world and to ask questions about it; e.g. what we might mean by happiness, hope, truth or knowledge;
- **Logic:** investigating the process of reasoning that takes place when we ask questions about the world and our place in it;
- **Moral philosophy:** moral philosophy considers the nature of good and evil, asking questions such as, 'How do we decide what is good? What is the nature of goodness?'

The Lancashire 'Field of Enquiry' ensures that the Religious Education curriculum incorporates a balance between these three disciplinary areas. This should ensure that pupils develop as 'deep thinkers' and ultimately become more religiously literate.

Reference has been made to the work of: Jane Chipperton, Gillian Georgiou, Olivia Seymour, Kathryn Wright @ <https://balancedre.org.uk/>

**Ongoing training and advice are provided by Lancashire County Council to support the effective implementation of this syllabus.**

**This training takes a form of courses, 1:1 consultancy sessions and network meetings which are advertised via the termly newsletter and on the LPDS and RE websites.**



## Concept Maps

The syllabus aims to ensure that pupils develop building blocks of knowledge, so they have what they need to progress to the next stage in learning.

The following concept maps supplement the knowledge and progression grids and identify how concepts are built upon progressively across the structure of the spiral curriculum.

## Lancashire Syllabus for RE - Christianity concept map (KS1)



The Lancashire Syllabus for RE revisits key concepts in different contexts. For Christianity the three key ideas are God (creator and sustainer), Jesus (God incarnate), and the Church (a community of believers).

### God the Creator

Christians believe in one **God** who created the world and is active in continuing to sustain it.



### Incarnation

Christians believe that God became incarnate in the person of **Jesus**. Christians are guided by his example and teachings as told in the **Gospel** accounts.



### Salvation

The Christian **Church** is a community united in the belief that they are offered salvation through faith in Jesus Christ.



### Christianity teaches that God is good.



For Christians, God is like a loving **father**. This means that they can talk to God through **prayer**. They believe that God is an active presence in their lives and in the world and so God can hear and answer their prayers.

### Christianity teaches that God created all things.



The Biblical book of **Genesis** teaches Christians that God made the world and 'saw that it was good'. Because of this, they believe that they should **care for the world** and be grateful for all that God has given them. Christians express thanks for **creation** at the festival of **Harvest**.

### The gospels teach that 'God so loved the world' that he came down in human form.

Christians believe that **Jesus is God** incarnate. The Bible says that he was born into a human family, but that he was recognised as **special** from the moment of birth. The story of his birth is celebrated at **Christmas**.



### Christianity teaches that Jesus came to save all people.

The Christian community welcomes new members. Many churches have special ceremonies of **baptism** to welcome **new life** into the Church family. Water is used as a sign that the person is cleansed of sin and entering a new life as part of the Church community.



### Jesus is a source of hope for Christians.



Jesus is referred to as '**the Light of the World**'. His birth is seen as a sign of hope for humanity. This hope is remembered during the time of **Advent** when Christians prepare for Christmas. Light is symbolic and a feature of Christmas celebrations such as Advent and **Christingle**.



### Christians believe that God is worthy of worship.

Christian communities gather to celebrate key events and **worship** God. Symbols are often used in Christian worship and act as a reminder of important beliefs – eg. the **cross** is a reminder of the **death and resurrection** of Jesus. Water, light, wine and bread are also symbolic.

# Section 8

## Lancashire Syllabus for RE - Christianity concept map (KS2)

The Lancashire Syllabus for RE revisits key concepts in different contexts. For Christianity the three key ideas are God (creator and sustainer), Jesus (God incarnate), and the Church (a community of believers).

### God the Creator



Christians believe in one **God** who created the world and is active in continuing to sustain it.

### Incarnation



Christians believe that God became incarnate in the person of **Jesus**. Christians are guided by his example and teachings as told in the **Gospel** accounts.

### Salvation



The Christian **Church** is a community united in the belief that they are offered salvation through faith in Jesus Christ

### Christians believe that God is active in human history.



The **Nicene Creed** teaches that "He has spoken through the **prophets**. These stories can be found in the **Old Testament** (including Noah, Abraham, Moses, Jonah). Christians believe that God continues to speak to people and **guide and inspire** them in the world today. Some of these people in turn inspire others.

### Many people who met Jesus believed that he was special.



A group of followers known as the **disciples** believed that he was the promised **Messiah** (Christ in Greek). Christians today learn about Jesus from the stories in the **New Testament** and try to follow the example of Jesus by the way they live their lives- this may include **mission or charity work**.

### Christianity teaches that God is active in the world through the Holy Spirit.



The Bible teaches that the **disciples** were filled with the Holy Spirit at **Pentecost**. The disciples taught the **gospel** ('good news') about Jesus Christ to others and Christian communities began to form. Today, different Christian communities (**churches**) exist all over the world.

### The Bible is a source of guidance for Christian life



The Bible is seen as the **word of God** – although Christians have different views about what this means (some take this literally, others do not). The Bible is a collection of books written by different authors over a period of time. It contains different genres of writing with differing aims and purposes. The Bible is a source of **wisdom and authority** for Christian life.

### Christianity teaches that God's love for the world is demonstrated through Jesus



### Christians try to put the teachings of Jesus into practice



Christians should follow the teachings and example of Jesus by living a life based on love. This type of love often involves making sacrifices. Christians believe that Jesus was both **fully human and fully divine**. This means that he was able to resist greed and temptation. Christians remember this during the season of **Lent**.

Jesus often taught through **parables**. These stories continue to be a source of guidance for Christian life in the 21st century. They have inspired individuals and communities to help those in need. **Love for all and forgiveness** of those who have made mistakes are key messages in the teachings of Jesus.

# Section 8

## Christianity teaches that God is merciful



The Bible teaches that God created a world that was good, but humans disobeyed God's command (the **Original Sin**) when they ate from the Tree of knowledge of good and evil (**The Fall**). Human greed causes them to sin and brings evil and suffering into the world. However, Christianity teaches that **God is willing to forgive those who are sorry**. In the same way, humans should forgive one another.

## Christianity teaches that God is benevolent



Christianity teaches that God loves people, even when that love is undeserved. This is known as **God's grace**. Some Christian denominations hold special rituals called **sacraments** which are seen as visible symbols of God's invisible grace. Different Christian communities have different beliefs about the sacraments. Some believe they are an important part of Christian life and others do not believe they are needed because God's love can be known without human rituals. An example of this is **baptism**. Some denominations baptise infants as a symbolic cleansing of **original sin**, others prefer adult baptism, and some do not have baptism at all.

## Christians believe that Jesus' miracles were signs of his divinity



According to the gospels, Jesus performed numerous miracles. These are seen as proof that **he was God incarnate** as he had power over nature. **The resurrection of Jesus may be seen as the ultimate miracle**. Some Christians may go on pilgrimage to the Holy Land to visit the places where Jesus performed these miracles.

## Christians believe that the death of Jesus is not the end of the story



The last week of Jesus' life is remembered during **Holy Week**. Christians believe that Jesus shared a final meal with his disciples before being arrested and crucified. The symbol of the cross and **crucifix** are frequently used in Christianity to remind believers of the suffering that Jesus went through in order to save humanity. Good Friday is 'good' because it offers **salvation** and **eternal life**. Easter is a celebration of the **resurrection**. Many Christian communities hold services of **Eucharist** with bread and wine, following the words of Jesus in the gospels to 'Do this in remembrance of me'.

## Christians believe in one God in three persons – the Trinity



Christians believe that **God the Father** created and continues to sustain the world. He became incarnate in the person of Jesus - God the Son - to teach and save. **The Holy Spirit** is believed to be God's power at work in the world today. The Trinity is a complex idea and is often expressed through art and symbolism.

## Christians believe that death is not the end of the journey



The death and resurrection of Jesus teaches Christians that **the relationship between God and humanity that was damaged in the Fall has been restored**. This means that sins can be forgiven, and all people can be saved. This does not mean that they can do whatever they want. **Christians should try to live according to the teachings of Jesus and the Bible. They believe that they will be judged according to how they have lived**. If they make mistakes they should confess and try to make amends to those they have wronged. Because Christians hope to be forgiven by God, they should also forgive others.

# Section 8

## Lancashire Syllabus for RE - Hindu Dharma concept map (KS1)

The Lancashire Syllabus for RE revisits key concepts in different contexts. When teaching about the Hindu Dharma three key ideas are Brahman, Dharma, and samsara. Not all concepts will be explicitly taught about in each year. This document shows how the concepts build upon prior knowledge and develop over time.

### Brahman



Hinduism teaches that there is **one Universal Spirit** which pervades the universe. This Spirit is referred to as Brahman.

### Dharma



Dharma is often translated as righteous duty – referring to the religious and moral duties of Hindu life. However, it is more complex than duty alone. It can also be thought of as a way of being.

### Samsara



The term samsara refers to the cycle of life, death, and rebirth. It is not the person who is reborn, but the soul (the atman). The ultimate aim is for the atman to be freed from samsara and attain moksha.

### Hinduism teaches that Brahman is in all living things



Brahman is believed to be present in everything and everyone. Because **Brahman resides in all things** it is important for Hindus to treat everything in the universe with respect.

### The Hindu Dharma

The Hindu Dharma is the preferred term for what is commonly referred to as Hinduism. It is also known as 'Sanatana Dharma', meaning the eternal law/truth/duty, reflecting the view that it is simply how things are and how things are meant to be. The Hindu Dharma originated in India thousands of years ago and over time developed into the diverse set of philosophical and spiritual beliefs, values and practices that make up 'Hinduism' today.

Brahman is sometimes translated as 'God' – but the Hindu understanding of God is not like that of the Abrahamic faiths. The Aum symbol is used to represent Brahman. It is a sacred syllable that symbolises the idea that the energy of Brahman vibrates throughout the universe.

Hinduism is sometimes misunderstood as being polytheistic. It is not. Brahman can be understood as having multiple ways of being seen and so we have the idea of one God in many forms. Each of these forms represent a specific role of Brahman. Each form has a name, qualities and can be visualised. These are the deities of Hinduism. They can be male or female. Three deities - Brahma (the creator), Vishnu (the preserver) and Shiva (the regenerator) are collectively known as the Trimurti. Each fulfils a particular role in creating and sustaining the universe.

### Hindus believe that Brahman can be thought of in many different ways



Hinduism is **pluralistic**. It offers many ways to understand Brahman. Each of these ways can be given names depending on the role that is being performed. These are the **deities** that Hindus worship using **murtis** (images or statues).

# Section 8

## Brahman

Hinduism teaches that there is **one Universal Spirit** which pervades the universe. This Spirit is referred to as Brahman.



## Hinduism teaches that Vishnu becomes incarnate whenever Dharma is threatened

Rama is an **avatar** (incarnation) of Vishnu. The Ramayana (the story of Rama and Sita) explores the theme of duty. Each character fulfils their own duty – even when it is not easy.



## The theme of good overcoming evil is found in many Hindu stories and festival celebrations

**Vishnu is the aspect of the Trimurti that protects and preserves.** It is believed that he has visited earth 9 times (in various avatars) in order to fight evil and uphold Dharma. The seventh avatar is Rama. The Ramayana tells how he destroys the demon king Ravanna. This story is remembered at Diwali – **light overcomes darkness, just as good overcomes evil.**



## Dharma

Dharma is often translated as duty – referring to **the religious and moral duties** of Hindu life. However, it is more complex than duty alone. It can also be thought of as **a way of being**.



## Fulfilling Dharma is one of the aims of Hindu life

Hinduism teaches that there are three 'debts' – duties that are owed to family, to teachers and to the deities. **Familial roles and responsibilities are an important aspect of Hindu life.** These are celebrated at festivals such as Raksha Bandhan.



## Dharma involves moral duty

The holy books give moral guidance about what is right and wrong. **Right actions lead to good karma**, whereas **immoral actions lead to bad karma**. People cannot escape the consequences of their actions. Hindu stories such as **the Ramayana** teach children the importance of **moral virtues** such as honesty, courage, loyalty, discipline and being helpful to others.



## Samsara

The term samsara refers to the **cycle of life, death, and rebirth**. It is not the person who is reborn, but the soul (the atman). The ultimate aim is for the **atman** to be freed from samsara and attain **moksha**.



# Section 8

## Brahman

Hinduism teaches that there is **one Universal Spirit** which pervades the universe. This Spirit is referred to as Brahman.



## The eighth avatar of Vishnu is said to be Krishna



There are many stories about Krishna in the Hindu scriptures. These stories are often remembered at the festival of Holi, along with the story of Prince Prahlad who was saved due to his **loyalty to Vishnu** and refusal to worship the King.

These stories demonstrate the belief that **Vishnu becomes incarnate in order to uphold Dharma** – order and righteousness.

## Dharma

Dharma is often translated as duty – referring to **the religious and moral duties** of Hindu life. However, it is more complex than duty alone. It can also be thought of as a **way of being**.



## Loyalty and devotion are important to the Hindu Dharma



In the stories of Krishna there is a message of **acceptance, love, and devotion**. Krishna multiplies himself to dance with all the gopis. This is a reminder of the belief that **God is not limited by time or space**. It also symbolises Krishna's love for all. Stories of Krishna teach that; **where there is love there cannot be evil**.

## The ultimate aim is for the atman to be released from the cycle of samsara and attain moksha



Hinduism is different from the Abrahamic faiths – **Brahman is not a divine judge** who decides the fate of each soul. **Karma is seen as a universal law**, that all actions have consequences.

On attaining moksha, the atman becomes one with Brahman. **Moksha is freedom from the cycle of samsara**. Attaining moksha is sometimes compared to a raindrop returning to the ocean.

## Samsara

The term samsara refers to the **cycle of life, death, and rebirth**. It is not the person who is reborn, but the soul (the atman). The ultimate aim is for the **atman** to be freed from samsara and attain **moksha**.



## It is the atman that is reborn within the cycle of samsara



The Hindu greeting '**namaste**' recognises the presence of Brahman within each person. The **atman** is believed to be the **eternal soul**, a spark of the Divine. Through the atman all living beings are connected. **The physical self is just a temporary body for this lifetime**. Throwing coloured powders at Holi are a reminder of this belief. It is a joyful celebration of equality and unity.

## There are different stages to life, each with its own particular Dharma



**There are four ashramas** (stages of life) – student (brahmacharya), householder (grihastha), retired person (vanaprastha), renunciate (sannyasin). **Each ashrama has its own particular Dharma**. Religious ceremonies called **samskaras** remind a Hindu of the new duties and responsibilities that come with the next stage of life. These are rites of passages that mark a transition to a new role.



## Belief in samsara leads to a cyclical understanding of existence. Death leads to rebirth

Hindus might say that **existence is not a single journey, but many**. At the same time, it could be said that the different lives are what make up the journey of the atman to reach the ultimate aim of moksha.

**The Bhagavad Gita** teaches that when clothes are old and worn they are cast off and new ones are put on. In the same way, when a body has reached the end of its time it is replaced with a new one.

## Section 8

### Lancashire Syllabus for RE - Islam concept map (KS1-2)

The Lancashire Syllabus for RE revisits key concepts in different contexts. When teaching about Islam, three key ideas are Tawhid (belief in the oneness of Allah), Iman (faith), and ibadah (acts of worship). Not all concepts will be explicitly taught about in each year. This document shows how the concepts build upon prior knowledge and develop over time.

#### Tawhid

Tawhid is the belief in the **oneness of Allah**. Allah is the Arabic word for God, meaning 'the One'.



#### Iman

The Shahada expresses the essential belief of Islam. All other beliefs in Islam follow from the **declaration of faith**.



#### Ibadah

The term ibadah refers to all **acts of worship**. Any permissible action performed with the intention to obey Allah is to be regarded as worship.



#### Islam teaches that the existence of the universe is dependent on the will of Allah



Muslims believe that Allah is the **Creator and Sustainer** of all. Muslims believe that in the wonders of the world and the beauty of nature Allah reveals something of Himself. It is an Islamic duty to love and serve Allah. Therefore, Muslims should be caretakers (khalifas) of the created world.



#### Prayer is an important aspect of Islamic life



The call to prayer is called the **adhan**. It is traditionally made from the minaret – the tower of a mosque. The call to prayer will also be the first words that the father whispers into the ear of a new-born baby as a reminder of the belief that from birth, the child is called to worship the one God.

#### The Five Pillars of Islam

The **Shahada** is the declaration of faith and the first pillar of Islam: 'I bear witness that there is no god but Allah and Prophet Muhammad (pbuh) is his Messenger'. Muslims believe that a person becomes a Muslim by professing the shahada and reflecting it in the practice of an Islamic way of life. The source of guidance for this is the Qur'an and the way of life exemplified through the Prophet Muhammad (pbuh).

Muslims believe that Allah is all-powerful. There is no one worthy of worship except for Allah. 'Allahu Akbar' (Allah is the most great) is chanted repeatedly during **salah** (prayer). The Arabic word salah (plural salat) refers to the five daily prayers that are performed at specified times and in accordance with the teachings and practice of the Prophet Muhammad (pbuh). Set prayer times are seen to unite the community (the Ummah) and are a distinctive framework for a Muslim way of life.

**Zakah** (plural zakat) is commonly referred to as the third pillar of Islam and is a payment of a percentage (usually 2.5%) of wealth at the end of each lunar year. It is not seen as charity, but as obligatory purification of wealth.

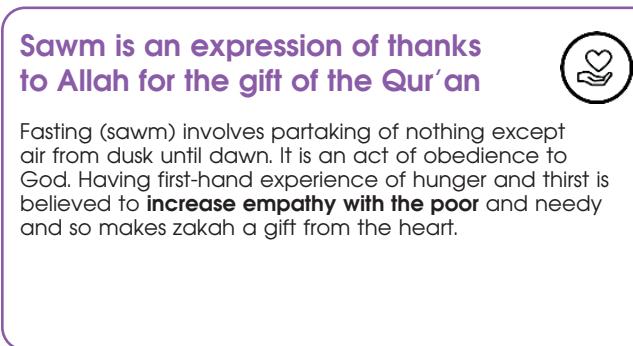
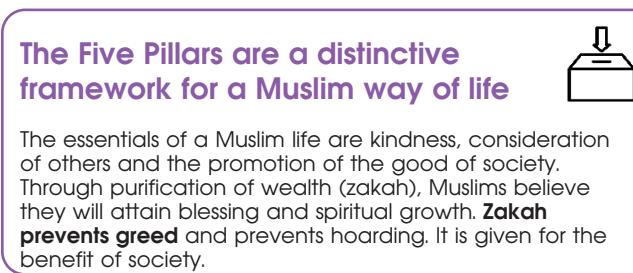
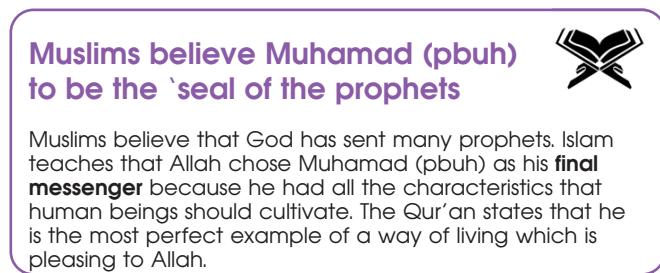
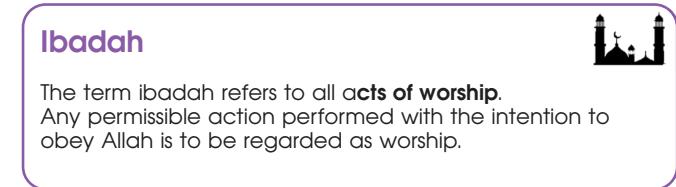
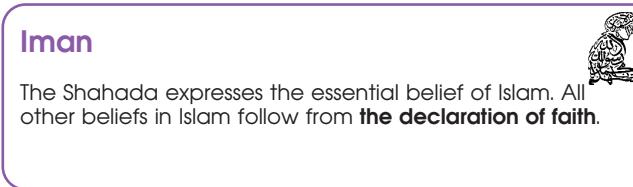
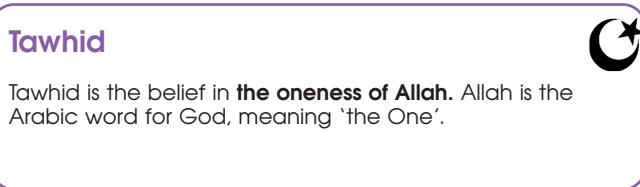
**Sawm** refers to fasting and is the fourth pillar of Islam. During the holy month of Ramadan Muslims fast during the hours of daylight. The fast involves partaking in nothing except air from dawn until dusk. This means that the fast also involves abstinence from abusive language and bad behaviour.

The final pillar is Hajj – the performance of the pilgrimage rites in the month of Dhul-Hijja. It is a once in a lifetime goal of Muslims who hope to travel to Makkah to perform the symbolic rituals.

# Section 8

## Lancashire Syllabus for RE - Islam concept map (KS1-2)

The Lancashire Syllabus for RE revisits key concepts in different contexts. When teaching about Islam, three key ideas are Tawhid (belief in the oneness of Allah), Iman (faith), and ibadah (acts of worship). Not all concepts will be explicitly taught about in each year. This document shows how the concepts build upon prior knowledge and develop over time.



## Section 8

### The Qur'an is believed to be the revealed guidance from Allah



Qur'an is an Arabic word meaning recitation. It is believed to have been revealed to the Prophet Muhammad (pbuh) by the angel Jibril. **The Qur'an is seen a direct communication from Allah** and as such has absolute authority. It is believed that the Qur'an is Allah's final word to humanity.



### The ummah is the worldwide community of Muslims



All those who follow Islam form the worldwide Islamic community. **This community is one of love and kinship** between all people and carries an awareness of love and respect for others. The community are united by their faith and by the Five pillars of Islam which all Muslims strive to follow.

### The Qur'an is referred to as the source of all Islam



The opening word of the first revelation to Muhammad (pbuh) is the command to read. Muhammad could not read or write and the word of Allah was given as dictation which he could learn by heart. Muhammad was told to proclaim – which emphasises that **the Qur'an is the word of God** and not of Muhammad (pbuh).



### Islam teaches that human beings should submit and commit themselves to the will of Allah



Muslims believe that Allah is the perfect Judge. The Qur'an reveals what will be rewarded and what will be punished. Submission to the will of Allah means a personal struggle to achieve self-improvement. Islam teaches that **Allah will judge human beings by their intentions** as well as their actions.

### The Qur'an is treated with great respect



Reading the Qur'an is an important part of Islamic life. A state of ritual cleanliness is required in order to read from the Qur'an, and so Muslims perform wudhu before touching or reading it. The Qur'an is raised from the ground as **a sign of its authority**. Qur'an are wrapped for storage and symbolically placed high above everything else.



### The fifth pillar of Islam is the Hajj



This is the annual pilgrimage to Makkah which each Muslim is commanded to undertake at least once in a lifetime if he or she has the health and wealth to be able to do so. **In hajj, a Muslim seeks Allah's forgiveness and the attainment of a state of purity.** Through hajj, a Muslim has become as close to Allah as is possible in this life.

## Section 8

### Policies

Lancashire SACRE have provided guidance to support schools in writing a policy for Religious Education. Recommended texts are provided for consideration. These are available to download from the Lancashire Religious Education website.



## Section 8

### Acknowledgements

We would like to acknowledge the hard work of SACRE members who contributed to the Agreed Syllabus Conference via the following committees:

Committee A	Committee B	Committee C	Committee D
<b>Harsha Shukla MBE</b> (representing Hinduism)	<b>Lisa Fenton</b> (representing the Church of England)  <b>Helen Sage</b> (representing the Church of England)	<b>Peter Martin</b> Chair of the SACRE (representing ASCL)	County Councillor <b>Anne Cheetham OBE</b>

The Agreed Syllabus Conference is indebted to Joanne Harris (Head of Humanities Broughton High School/ LCC RE associate consultant) for her major contribution to the writing of new resources and materials and also to Lat Blaylock from RE Today.

The support of the following contributors was also invaluable in providing technical and administrative support:

**David Ashton**, Graphic Designer, Lancashire County Council

**Afrasiab Anwar MBE**, Community Team Leader, Lancashire County Council

Advisory support team

**Alison Lloyd**, LA Officer to the SACRE

**Misbah Mahmood**, Senior Democratic Services Officer, Lancashire County Council

**Garth Harbison**, Committee Support Officer, Lancashire County Council

