

## Long term Planning (Objectives and Key Skills) – Religious Education

### Purpose of study

Religious education has a very important role in the education of every young person. Religion and belief has been and continues to be highly visible in public life locally, nationally and internationally. Without some knowledge of religion any understanding of the contemporary world be less than adequate. Religion has concerned itself with moral and social questions. It has also sought to address fundamental questions to do with what sustains human existence and what gives it value and purpose. Education needs to play its part in helping young people to consider such questions and by doing so help young people engage in their own personal search for meaning. Religious education plays a principle role in this.

Religious education encourages pupils to learn about religion and so gain knowledge and understanding of the principal religious traditions and of other belief traditions. It enhances pupils' awareness and understanding of religious beliefs, teaching, practices and of the various forms of religious expression. It also encourages pupils to gain knowledge and understanding of the influence religion has on individuals, families, communities and cultures.

Religious education also encourages pupils to learn from different religions and beliefs. It does this by providing opportunities for personal reflection and by helping pupils to consider and express their views. Religious education encourages pupils to explore their own beliefs, values and traditions and the grounds upon which their beliefs and values are based. Religious education challenges pupils to reflect on, analyse and evaluate issues to do with belief, faith, beliefs about God, the purpose of life, ultimate meaning, the nature of reality, issues of right and wrong and what it means to be human. Pupils, through religious education, are encouraged to communicate their responses, to be challenged by the views of others and to rigorously explore the basis on which their views are founded so that their views are not based on unquestioned assumptions but have been looked into and thought about.

Religious education also attempts to enable pupils to flourish as individuals within the community as citizens of a pluralistic society and of a global community. Religious education has an important role in preparing pupils for lifelong learning. It enables pupils to develop respect for and sensitivity to others particularly for those whose faiths and beliefs are different from their own. It seeks to promote discernment and to enable pupils to combat prejudice.

### Pre-National Curriculum

When RE is taught in the Early Years Foundation Stage it should be taught in a developmentally appropriate way. It should be well thought through and it should adhere to the themes, principles and commitments enshrined in the EYFS. Religious education in the Early Years Foundation stage should help children to develop empathy, values, and a capacity to make moral judgments and healthy choices. It should also help children to develop an understanding of their own culture and the culture of others. Religious education should also help children to understand cultural diversity, well-being and community cohesion and so contribute to the preparation of children for adult life. Religious education during the Foundation Stage should be planned using where possible the three prime areas and the four specific areas of learning and development identified in the EYFS.

The three prime areas are:

- Personal, social and emotional development.
- Communication and language.
- Physical development.

The four specific areas are:

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

### Key Stage One: Core knowledge and skills

The following contains a summary of the core knowledge and skills which should be taught and of the requirements which should be kept in mind when planning and delivering Key Stage One Religious Education following guidance from The Dudley Agreed Syllabus for Religious Education 2013. In this document it states that children should:

- Explore both implicit and explicit religious material.
- Be taught Christianity and at least one other principal religion (Material about a third or a fourth principal religion may also be taught).
- Possess a depth in knowledge into *why* a religious practice or belief is important.
- Be encouraged to talk and share their thoughts and views about the religious material that they learn about.
- Be encouraged to explain or attempt to give reasons to support their views.
- ***It is important to remember that sound quality of learning is more desirable than insecure quantity of learning.***

In addition to these points the core knowledge which should be taught during Key Stage One may be expressed using six headings which are: stories, artefacts, places of worship, festivals, prayer and beliefs. These six headings should not be seen as topic titles which may be taught independent of each other.

	Stories	Artefacts	Places of Worship	Festivals	Prayer	Beliefs
Key Stage One (The Dudley Agreed Syllabus for Religious Education)	<ul style="list-style-type: none"> <li>• Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan.</li> <li>• Opportunities should be taken to encourage enquiry into how these stories may be interpreted and what values and beliefs they may be expressing.</li> <li>• Pupils should similarly learn about stories associated with at least one other religious tradition.</li> <li>• They should enquire into what values, beliefs or meaning these stories may also be expressing.</li> <li>• Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may give expression to and begin to make the attempt to explain or support their views making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg.</li> <li>• Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians.</li> <li>• Pupils should similarly explore artefacts associated with at least one other religious tradition.</li> <li>• Opportunities should be taken to encourage pupils to ask questions about the values or beliefs these artefacts may represent or express.</li> <li>• They should also be encouraged to share their views and thoughts in response to any message or beliefs these artefacts may express and begin to make the attempt to explain or support their views making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about the church as a place used for Christian worship.</li> <li>• If possible pupils should have an opportunity to visit a local church.</li> <li>• They should be encouraged to explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church.</li> <li>• They should be taught to recognise features found in churches like a cross, images of Jesus, the font, the altar and the lectern.</li> <li>• Pupils should be taught how at least one of these features may be used and should explore why it is religiously important.</li> <li>• Pupils should also explore a place of worship associated with at least one other religious tradition.</li> <li>• Pupils should be encouraged to share their thoughts in response to views and beliefs which arise from their exploration into places of worship and begin to attempt to explain or support their view making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught about the Christian festivals of Christmas and Easter.</li> <li>• They should be taught the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to.</li> <li>• They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.</li> <li>• Pupils should also explore at least one festival which is celebrated by at least one other religious tradition.</li> <li>• Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored may suggest.</li> <li>• They should be encouraged to explain or support their view making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught about Christian prayer.</li> <li>• Pupils should learn about different types of prayer, for example, praising (devotional) prayer, asking (petitionary) prayer, and how music or song may be used in Christian prayer.</li> <li>• Pupils should be encouraged to be curious and to raise questions of their own about prayer.</li> <li>• Pupils should also explore prayer in at least one other religious tradition.</li> <li>• Pupils should be encouraged to attempt to share their thoughts and views in response to their enquiry into prayer.</li> <li>• They should be encouraged to explain or support their view making use of simple reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer.</li> <li>• Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</li> <li>• Pupils should be encouraged to attempt to share their thoughts and views in response to how faith may influence how a person chooses to live.</li> <li>• They should be encouraged to explain or support their views making use of simple reasons.</li> </ul>

**Key Stage Two: Core knowledge and skills**

The following contains a summary of the core knowledge and skills which should be taught and of the requirements which should be kept in mind when planning and delivering Key Stage Two Religious Education following guidance from The Dudley Agreed Syllabus for Religious Education 2013. In this document it states that children should:

- Explore Christianity and at least one other principal religion.
- Extend and deepen their knowledge of Christianity and of a second religion with the intention of ensuring that pupils have knowledge which is reasonably deep and secure.
- Have had some engagement with the four other principal religious traditions over the course of Key Stage One and Key Stage Two.
- Become familiar with the idea that religious words and actions may be intended to be interpreted metaphorically or may have a symbolic or a non-literal meaning.
- Gain a more specific and nuanced understanding of why, beyond a generic explanation, certain religious rituals and ceremonies often have a high status and importance within particular faiths.
- Be permitted and encouraged to raise questions which are important to them about the truth and worth of the religious material they learn about.
- Be encouraged to express their own views in response to the religious material they learn about and should be encouraged to support their views using relevant reasons which are clear and cogent.

In addition to these points the core knowledge which should be taught during Key Stage Two may be expressed using seven headings which are: Stories, Holy Books, Worship, Festivals, Leaders of Religion, Beliefs and People of Faith. These seven headings should not be seen as topic titles which may be taught independent of each other.

	Stories	Holy Books	Worship	Festivals	Leaders of Religion	Beliefs	People of Faith
Key Stage Two (The Dudley Agreed Syllabus for Religious Education)	<ul style="list-style-type: none"> <li>• Pupils should learn about Christian stories that are in the Bible. Stories that they learnt about in Key Stage 1 like, the lost sheep, the lost (prodigal) son, the Pharisee and the tax-collector and the Good Samaritan may be revisited in Key Stage 2 in order to gain a deeper understanding of how these stories may be interpreted.</li> <li>• Pupils should also learn about other New Testament stories, for example, the story of Zacchaeus the tax collector, the Centurion's servant, the healing of the blind man, the feeding of the five thousand, the unforgiving servant (Mt 18 v 21-35) and the Lord's Prayer (Lk 11 v 1-4).</li> <li>• Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Creation Story, Adam and Eve, Noah's Ark, Moses and the Ten Commandments.</li> <li>• Pupils should be encouraged to enquire into how these stories may be interpreted and what values and beliefs they may be expressing.</li> <li>• Pupils should also learn about stories associated with at least one other religious tradition.</li> <li>• Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views with clear and cogent reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about the Bible as the holy book of Christianity. They should learn that for Christians the Bible is made up of two main sections, of which there is material which pre dates the life of Jesus, which is sacred for both Jews and Christians. They should learn about stories associated with certain books of the Bible, for example, Genesis, Exodus and the Gospels.</li> <li>• Pupils should explore the idea of literal and non-literal or symbolic interpretation of scriptural passages.</li> <li>• Pupils should be taught that the Bible is divided into named books, numbered chapters and numbered verses.</li> <li>• Pupils should explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired.</li> <li>• Pupils should also learn about the holy book or scriptures associated with at least one other religion.</li> <li>• Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> <li>• They should be taught to support their views making use of reasons which are clear and cogent.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about Christian worship. Types of prayer like praising (devotional) prayer, asking (petitionary) prayer may be revisited in Key Stage 2 in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be. The Lord's Prayer as a model for prayer involving devotion, confession and petition in Christianity should be explored.</li> <li>• Pupils should also learn about Holy Communion, the symbolism involved in the ceremony, the idea of a fellowship meal and the idea of Christ being present.</li> <li>• Pupils should also learn about worship in at least one other religious tradition.</li> <li>• Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about Christian festivals. Festivals like Christmas and Easter may be revisited in Key Stage 2 in order to gain a deeper understanding. For example, pupils might explore the idea that Christmas is a time of peace and goodwill, a time for putting aside disagreements and of seeking reconciliation.</li> <li>• Pupils might explore the belief that Easter was a victory when good triumphed over evil.</li> <li>• Pupils should also learn about festivals in at least one other religious tradition.</li> <li>• Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate.</li> <li>• They should be taught to support their views making use of reasons which are clear and cogent.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about Jesus of Nazareth as the founder of Christianity. They should by the end of key Stage 2 have a reasonably secure knowledge of events in Jesus' life like the story of his birth, his baptism, his entry into Jerusalem, the last supper, his death and his resurrection. They should also have learnt that Jesus showed a particular concern for the marginalised and rejected as reflected in his attitude towards people like Zacchaeus the tax collector and the Roman Centurion whose servant was sick.</li> <li>• Pupils should have knowledge of some of the parables which Jesus used to teach about kindness, going out of one's way to help others and of having a forgiving nature, as reflected in stories like the lost sheep, the lost (prodigal) son, the Good Samaritan and the unforgiving servant.</li> <li>• Pupils should also have learnt about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand.</li> <li>• They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong.</li> <li>• Pupils should be taught about the mainstream Christian view that Jesus was God living on earth in human form, that Jesus was the Saviour and that Jesus is the second person in the Trinity which consists of the Father, the Son (Jesus Christ) and the Holy Spirit.</li> <li>• Pupils should also learn about the leader of religion in at least one other religious tradition.</li> <li>• Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion.</li> <li>• They should be taught to support their views making use of reasons which are clear and cogent.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should learn about some major Christian beliefs, for example, central beliefs about God as creator, Father and the idea of God as being a loving and all-powerful God.</li> <li>• Pupils should learn about central beliefs associated with Jesus, for example, that for many Christians Jesus was God living on earth in human form, was resurrected from the dead, and lives on today, is known as the Son of God, that Jesus was the Saviour, that Jesus is the second person in the Trinity.</li> <li>• Pupils should learn about central beliefs associated with the belief in the resurrection of the dead and eternal life.</li> <li>• Pupils should learn about beliefs associated with living a Christian life, for example, a Christian life is a life lived in relationship with God, it involves a commitment to the welfare of others, forgiveness, love and charity.</li> <li>• Pupils should also learn about some central beliefs associated with at least one other religion.</li> <li>• Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> <li>• They should be taught to support their views making use of reasons which are clear and cogent.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be taught about the life and work of at least one person who was motivated or inspired by their Christian faith.</li> <li>• Pupils may explore the life of a well-known person drawn from history, for example, St Francis of Assisi, Thomas Barnardo, Florence Nightingale, Harriet Tubman, Mary Seacole, Mother Teresa, Desmond Tutu or Jackie Pullinger. Or pupils may explore the life and work of an individual in the local community who may work or volunteer their time and energy to the disadvantaged, or a 'good cause' either locally or abroad.</li> <li>• Pupils should explore in what way this person's life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them.</li> <li>• Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> <li>• They should be taught to support their views making use of reasons which are clear and cogent.</li> </ul>