

## The Derbyshire and Derby City Agreed Syllabus for Religious Education 2020-2025 Aims:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim. The curriculum for RE 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
  - 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
  - appreciate and appraise varied dimensions of religion.
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
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

### In Key Stage 1

Pupils should be taught to:

Know about and understand a range of religions and worldviews.

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### In Key Stage 2

Pupils should be taught to:

Know about and understand a range of religions and worldviews.

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Progression and Assessment Criteria	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God. (BG)</li> <li>Offer suggestions for what the Bible texts about the death and resurrection of Jesus might mean. (GF)</li> <li>Make links between some of the stories and teachings in the Bible and the life in the world today. (GF)</li> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. (B)</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. (B)</li> <li>Describe the practice of prayer in the religions studied. (P)</li> <li>Make connections between what people believe about prayer and what they do when they pray. (P)</li> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions. (F)</li> <li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. (FG)</li> <li>Describe what happens in Christian ceremonies of commitment and what these rituals mean. (FG)</li> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. (CB)</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs. (CB)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Suggest why having a faith or belief in something can be hard. (BG)</li> <li>Identify how and say why it makes a difference in people's lives to believe in God. (BG)</li> <li>Give examples of what the events in Holy week mean to some Christians. (GF)</li> <li>Make links between the Gospel texts and how Christians mark the Easter events in their church communities. (GF)</li> <li>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. (GF)</li> <li>Give examples of how and suggest reasons why Christians use the Bible today. (B)</li> <li>Describe ways in which prayer can comfort and challenge believers. (P)</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (F)</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. (P)</li> <li>Give examples of how and suggest reasons why Christians use the Bible today. (FG)</li> <li>Identify at least two promises made by believers at these ceremonies and say why they are important. (FG)</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. (CB)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>Make links between the Bible texts and the concept of the 'Gospel' meaning good news. (JW)</li> <li>Make connections between Bible stories studied and the importance of love and life in the world today, expressing ideas of their own. (JW)</li> <li>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. (HW)</li> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions. (F)</li> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey. (JE)</li> <li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. (JE)</li> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. (HB)</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans. (HB)</li> <li>Make connections between stories of temptation and why people can find it difficult to be good. (RW)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Give examples of how Christians try to show love for all, including how members of the clergy follow Jesus' teaching. (JW)</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (F)</li> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. (JE)</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. (HB)</li> <li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. (RW)</li> <li>Give examples of ways in which some inspirational people have been guided by their religion. (RW)</li> <li>Describe how Christians show their beliefs about Jesus in their everyday lives to follow the example of Jesus. (HW)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence. (GE)</li> <li>Suggest meaning for narratives of Jesus' death and resurrection, comparing their ideas with ways in which Christians interpret these texts. (JD)</li> <li>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion. (JD)</li> <li>Make connections between how believers feel about places of worship in different traditions. (PW)</li> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (MB)</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. (MB)</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims. (MB)</li> <li>Describe the connection between the story of Moses and the concepts of freedom and Salvation. (FJ)</li> <li>Make clear connections between Bible text and what Christians believe about how they should behave as people of God. (FJ)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. (GE)</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life. (GE)</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice (JD).</li> <li>Select and describe the most important functions of a place of worship for the community. (PW)</li> <li>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. (PW)</li> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims. (MB)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>Outline Christian, Hindu and/or nonreligious beliefs about life after death. (LH)</li> <li>Explain the importance of the creation story, Genesis 1 and its purpose. (CS)</li> <li>Describe and make connections between examples of religious creativity (buildings and art). (AC)</li> <li>Describe the forms of guidance a Sikh uses and compare them to forms of guidance experienced by the pupils. (SB)</li> <li>Make connections between the key functions of the Gurdwara and the beliefs of Sikhs (SB)</li> <li>Make connections between beliefs and behaviour in different religions. (AGU)</li> <li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. (AGU)</li> <li>Compare different text accounts of the Resurrection and compare their ideas. (R)</li> <li>Explain connections between Gospel texts and Christian sacrifice. (R)</li> <li>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. (R)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Express ideas about how and why religion can help believers when times are hard, giving examples. (LH)</li> <li>Explain some similarities and differences between beliefs about life after death. (LH)</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife. (LH)</li> <li>Make clear connections between Genesis 1 and Christian belief about God as a creator. (CS)</li> <li>Show understanding of why many Christians find science and faith go together. (CS)</li> <li>Describe and reflect on the significance of the Guru Granth Sahib to Sikhs. (SB)</li> <li>Show understanding of the value of sacred buildings and art. (AC)</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art. (AC)</li> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today. (AGU)</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths. (AGU)</li> <li>Explain why some people find belief in the Resurrection makes sense and inspires them. (R)</li> </ul>

## St James' CofE Juniors – Religious Education

	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Progression / Assessment	<p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God. (BG)</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right. (B)</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right. (FG)</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (CB)</li> </ul>	<p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. (JE)</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (HB)</li> <li>Discuss their own and others' ideas about how people decide right and wrong. (RW)</li> </ul>	<p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas. (GE)</li> <li>Consider the value and impact of ideas of sacrifice in their own lives and the world today (JD).</li> <li>Present ideas about the importance of people in a place of worship, rather than the place itself. (PW)</li> <li>Give examples of ways in which some Christians put their beliefs into practise by trying to bring freedom to others. (FJ)</li> </ul>	<p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Identify key ideas from their study of Genesis 1 and comment on how far these are helpful or inspiring. (CS)</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. (CS)</li> <li>Apply ideas about values and from scriptures to the title question. (AC)</li> </ul>
	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Themes	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>What do different people believe about God? Christians, Hindus and/or Muslims (BG)</li> <li>Why do Christians call the day Jesus died Good Friday? (GF)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>Why do people pray? Christians, Hindus and/or Muslims (P)</li> <li>Why are festivals important to religious communities? Christians, Hindus and/or Muslims and/or Jewish people (F)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>What is it like to follow God? (FG)</li> <li>Why is the Bible so important for Christians today? (B)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>What kind of world did Jesus want? (JW)</li> <li>Why do Christians remember the events of Holy Week every year? (HW)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>Why are festivals important to religious communities? Christians, Hindus and Jewish people (F)</li> <li>Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and Jewish people and nonreligious responses (e.g. Humanist) (JE)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>What does it mean to be a Hindu in Britain today? (HB)</li> <li>What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) (RW)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>Why do some people think God exists? Christians and non-religious (e.g. Humanists) (GE)</li> <li>What did Jesus do to save human beings? (JD)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>If God is everywhere, why go to a place of worship? Christians, Hindus and/or Jewish people (PW)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>What does it mean to be a Muslim in Britain today? (MB)</li> <li>How can following God bring freedom and justice? (FJ)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>What do religions say to us when life gets hard? Christians, Hindus and non-religious (e.g. Humanists) (LH)</li> <li>What difference does the resurrection make for Christians? (R)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>Creation and Science: Conflicting or complementary? (CS)</li> <li>Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslims and non-religious (e.g. Humanists) (AC)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>What does it mean to be a Sikh in Britain today? (SB)</li> <li>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (AGU)</li> </ul>