



# **Lancashire Agreed Syllabus For Religious Education**

(Revised 2016)

## **'SEARCHING FOR MEANING'**



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# INTRODUCTION TO THE LANCASHIRE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

## 'Searching for Meaning'

Welcome to the new revised version of the Lancashire Agreed Syllabus for Religious Education (2016) '**Searching for Meaning**'. This revised Religious Education syllabus, contains both important changes and new material to support the teaching and assessment of RE.

### **What is the principle aim for RE in Lancashire?**

*'To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief.'*

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

You will require a password to access the syllabus materials from a computer that is not on the LGFL network. This will have been sent via the Schools' Portal for the attention of the RE subject leader and headteacher.

## FOREWORD: CHAIRMAN OF LANCASHIRE SACRE



I feel proud to commend to you this revised Agreed Syllabus. I pay tribute to the skill and dedication of expert colleagues who have worked hard to ensure that it is more accessible and practical for all who work in our schools. Together we hope that you will find in it the best of tools to promote a deep exploration of faith and religion, values and beliefs. This is vital in a world where relationships from a macro to a micro scale are ever more complex, and in which we hope our young people will develop as compassionate, critical enquirers.

We recognise that many teachers who will use our Syllabus have little formal training in Religious Education. We hope that this Syllabus will empower both old and young to explore further what gives meaning to their lives and those of others, better equipping them with a wide variety of skills and understanding to make a positive contribution to society.

**Peter Martin**  
**Chair of Lancashire SACRE**



## FOREWORD: CABINET MEMBER FOR CHILDREN, SCHOOLS AND YOUNG PEOPLE



The everyday life for children in the 21<sup>st</sup> century appears to be becoming increasingly more complex- in a society that is certainly more diverse. Religious Education is able to help children become more aware of their own nature, their strengths and gifts and to celebrate what it means to be human. It can help support children to not only identify those values which will become the touchstones in their own lives but also to foster tolerance and understanding to respect the diverse beliefs and traditions of other people or cultures. Religious Education has a privileged position in the curriculum, allowing it both to address local needs and encouraging our pupils to engage with their local faith communities. This syllabus encourages schools to engage with the faith communities around them as they identify and explore questions about meaning and purpose.

I hope that this new Agreed Syllabus will inspire and develop the provision of Religious Education in schools over the coming years and I look forward to seeing the outcome from these new approaches in the future.

**Matthew Tomlinson**  
**County Councillor**

# LEGAL REQUIREMENTS

## 1. Religious Education must be taught to all registered pupils in maintained schools, including those in the sixth form, except to those withdrawn by their parents.

The usual interpretation of this clause is that withdrawal on grounds of conscience is implied.

This requirement does not apply to nursery classes in maintained schools (s80 (2) (a) Education Act 2002), but it does apply as far as is practical to pupils in special schools and PRUs.

Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents. (s. 71 SSFA 1998). This will include school children in **Reception classes** as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as is practicable.

The Religious Education curriculum is **set locally not nationally**. In Lancashire Community Schools and Foundation and Voluntary Schools without religious character, Religious Education must be provided in accordance with the current Lancashire Agreed Syllabus for Religious Education 2016. RE provision is legal if the Agreed Syllabus is planned and taught. **Provision is illegal if it is not.**

## 2. What is the relationship between RE and the National Curriculum?

Religious Education is a component of the legally required Basic Curriculum, to be taught alongside the National Curriculum in all maintained schools.

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’, September 2013, p.4).*

## 3. Which schools must follow this Agreed Syllabus?

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)

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).

The Funding Agreements for new academies stipulate that all academies are required to teach RE.

For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim or Jewish academies), this 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.

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

The model Funding Agreement for new academies (2010) follows this stipulation that RE should be taught in all schools, following the local agreed syllabus or denominational syllabus. The rules for Free Schools are the same as for new academies.

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.

#### **4. Religions and the Agreed Syllabus**

An 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 other principal religions represented in Great Britain.' (s375 (3) Education Act 1996) The Lancashire Agreed Syllabus 2016 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 beliefs 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 2016 meets this requirement.

## 5. Local Authority Responsibilities

Each Local Authority 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.

In respect of Community Schools and Foundation and Voluntary Schools without a religious character, the Local Education Authority and the governing body shall exercise their functions with a view to securing, and the Headteacher shall secure, that Religious Education is given in accordance with the legal requirements.

## 6. Withdrawal from RE

There is a legal right of parental withdrawal from RE. 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, and is inclusive: all pupils develop their own beliefs and values through RE. So any parent considering exercising the right of withdrawal and removing their child from the subject is invited to make an appointment with staff to discuss the approach we take to RE. The school does not support selective withdrawals from RE lessons.'*

The review of this Agreed Syllabus has been based on legal requirements, in particular:

- *The Education Act 1996.*
- *The School Standards and Framework Act 1998.*
- *The Education Act 2002.*
- *The National Curriculum in England: Framework document 2013.*
- *The Education and Inspections Act 2006.*

*The review takes account of guidance issued in circulars by the Department for Education which do not have the force of law, particularly 'Religious Education in School, Non Statutory Guidance 2010'.*

## SUMMARY REQUIREMENTS OF THE SYLLABUS

- This syllabus, approved in line with the law by the Agreed Syllabus Conference, SACRE and the Local Authority, explains all the requirements for the RE curriculum for Lancashire schools. This summary should be read in the light of the following statutory syllabus.
- Schools must provide an RE curriculum in line with this syllabus to all registered pupils. This includes pupils on the school roll in the reception year and those in 16-19 education in schools. In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum 5% allocation of curriculum time for RE. This is based upon the law and D of E guidance. Parents may withdraw their children from RE (see legal requirements).

- Religious Education plays a leading role in pupils' spiritual, moral, social and cultural development. The syllabus provides for this through opportunities at each key stage.
- This syllabus is the legal basis for RE in Lancashire. National government curriculum guidance does not replace or supplant this syllabus, but may assist schools in delivering the curriculum at a high quality. With regard to the contribution RE makes to pupils' learning as a whole, this syllabus places RE firmly and comprehensively within the whole curriculum with reference to Government guidance.
- All pupils will study Christianity throughout their years in schools. Other religious traditions represented in Great Britain will also be studied, in line with the requirements of the syllabus for breadth; depth and progression in learning (see which religions to study and how to plan our RE programme).
- **The Lancashire Field of Enquiry for RE** lies at the heart of the syllabus with its central question 'what does it mean to be human?' Pupils will progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning. All planning must be audited against the Lancashire Field of Enquiry for RE.
- Programmes of study for RE for each key stage are delineated in the syllabus. The syllabus supports the enquiry process of RE through the recommended planning process. Further support is available to schools through the accompanying non statutory guidance materials found on the RE website.
- For assessment guidance please see the Lancashire SACRE RE website.
- Lancashire SACRE has a monitoring role in law with regard to the RE syllabus and schools are required to use standard self-evaluation procedures with regard to RE. End of key stage attainment scores should be sent to Lancashire SACRE during the summer term as part of their evaluation of RE. Assessment judgements should also be transferred between schools and teachers to enable progression.



## SECTION ONE – THE IMPORTANCE OF RE

### *Why is RE important?*

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Religion and belief inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religion and belief which form part of contemporary 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. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development, thinking skills and others. It offers opportunities for deep personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

*(Adapted from 'RE in English Schools Non-statutory Guidance 2010, p.7)*

### *What is the nature of RE?*

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RE develops pupils' knowledge and understanding of, and their ability to respond to Christianity and the other principal religions presented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures.

Through the uses of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response. RE encourages pupils to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

RE does not seek to urge religious beliefs on pupils by promoting one religion over another. RE is not the same as collective worship which has its own place within school life.

### *Why have an Agreed Syllabus?*

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The Lancashire Agreed Syllabus for RE has four purposes, which are parallel to the four main purposes of the National Curriculum.

- 1. To establish an entitlement.** The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in RE. This contributes to their developing knowledge, understanding, skills and

attitudes, which are necessary for their personal fulfilment and development as active and responsible citizens.

2. **To establish standards.** The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in RE. These standards may be used to set targets for improvement and measure progress towards those targets.
3. **To promote continuity and coherence.** The Agreed Syllabus for RE contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
4. **To promote public understanding.** The Agreed Syllabus for RE will increase public understanding of, and confidence in, the work of schools in RE. Through the SACRE, the religious communities of Lancashire have been involved in its development. This is part of the mission of Lancashire SACRE.

## ***Aims for the school curriculum***

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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; 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.

*('Review of Religious Education in England', RE Council of England and Wales, Oct 2013 p.14).*

## ***RE and the whole school curriculum***

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In carrying out the 2016 review of the Lancashire Agreed Syllabus for RE, the SACRE has created a new syllabus in continuity with Lancashire's previous RE syllabuses (1994, 2000, 2006, 2011) taking due account of national developments in education and in RE.

The National Curriculum of 2013 included statements of values, aims and purposes underpinning the whole school curriculum. Whilst RE is a subject of the basic curriculum, and was not part of the review of the National Curriculum, the whole school curriculum context is important to the subject's policies, provision and outcomes.

Education influences and reflects the values of society, and the kind of society we want it to be. Foremost is a belief in education, at home and at school, as a route to moral, social, cultural, physical and mental development, and thus the well-being of the individual. Education is a route to equality of opportunity for all.

This includes valuing ourselves, our families and our relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

## ***How does this syllabus address pupils' needs?***

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This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others;
- approach sensitively and respectfully the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community where people of different religions and no religion can live well together;
- understand the relationships between the individual and the community in religious life;
- develop appropriate ways of communicating their own thoughts, feelings and responses; and
- apply these insights to the development of their own beliefs, values and attitudes.

## SECTION TWO – WHAT DO WE HAVE TO DO?

### *What is the Lancashire Field of Enquiry?*

Life is sometimes described as a journey, a search for meaning and purpose. This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and of the place and significance of religion in the contemporary world. Lancashire pupils are supported by this syllabus to be equipped in their search for personal meaning.

In this, RE should enable children and young people to:

- be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others;
- approach sensitively and respectfully the beliefs, actions and feelings of believers;
- understand the relationships between the individual and the community in religious life;
- develop appropriate ways of communicating their own thoughts, feelings and responses; and
- apply these insights to the development of their own beliefs, values and attitudes.

**The Lancashire Field of Enquiry model** continues to be central to this syllabus, ensuring meaningful and child centred RE for our pupils. The key question for teachers as they create opportunities for learning must constantly be 'How will this help my pupils in their search for meaning?' It secures the syllabus' principle aim 'to support pupils' personal search for meaning by engaging enquiry into the question "What is it to be human?" exploring answers offered by religion and belief.'

At the centre is the question '**What does it mean to be human?**'

The exploration then requires the following four areas:

- **shared human experience** - the nature of human being.
- **living religious tradition** - principal religious traditions encountered in the world.
- **beliefs and values** - which lie at the heart of these traditions.
- the **search for personal meaning** – a lifelong quest for understanding.

**This model secures all Religious Education planning in this syllabus.** As well as a planning model it also acts as a check list when creative curriculum planning with other areas. If teachers confirm that in any medium term planning all four elements of the Field of Enquiry are in place then this syllabus will be secure. The Lancashire Agreed Syllabus maintains the central focus of these elements in the question "What does it mean to be human?" All planning and learning must relate to this key question as well as the four elements.

### **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 Tradition

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.

Schools are free to identify which aspects of living religious tradition [and the beliefs and values that underlie them] to explore in response to the Key and Focus questions selected but possible religious content are exemplified in the support materials including the **Faith Focus document** for this syllabus.

## 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 a 'theological nugget' that lies at the heart of this aspect of the Field of Enquiry, which is expressed by the living religious tradition. In the original version of this syllabus this was where the planning started from to ensure depth.

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.

Schools are free to identify which aspects of beliefs and values (in connection with the living religious tradition that expresses them) to explore in response to the Key and Focus questions chosen but possible religious content are exemplified in the support materials including the Faith Focus document for this syllabus.

## **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?

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 although will be present throughout the exploration, allows reflection as a result of taking key human issues to faith and belief groups for their answers. This is not the 'end product' as the search for meaning inevitably goes on.

Each of the four elements should be explored in every curriculum unit in order that the Field of Enquiry is secure.

## ***What is enquiry-based RE?***

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At the heart of this syllabus is the search for meaning. In order to support this quest, enquiry methods of learning should be employed throughout. Pupils should create questions, identify ways of finding answers (and acknowledge that sometimes there may be no answer), research into the local and wider community's attitude towards beliefs. The teacher's role should, in the words of Philosophy for Children, be 'guides on the side' rather than 'sages on the stage'. In RE, pupils and teachers investigate the big questions of life together as part of a lifelong search for understanding.

[See the website for more information about enquiry].

## *How does our school decide which religions to study?*

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The Agreed Syllabus affirms the legal basis of RE and gives guidance for schools in determining which religions are to be studied. To make sure the requirements are met and the curriculum is broad and balanced:

- **Christianity should be studied throughout each key stage.**
- **The other principal religions represented in Great Britain (here regarded as Buddhism, Hindu Dharma, Islam, Judaism and Sikh Dharam) should be the focus of a progressed study between the ages of 5 and 16.**

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. To ensure that all pupils' voices are heard and the RE curriculum is broad and balanced, schools may also provide opportunities for all pupils to study:

- **Other religious traditions as is appropriate to the school's local community.**
- **Secular philosophies such as humanism.**

## *How do we plan our RE programme?*

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In each primary, secondary and special school, RE programmes are to be designed in the light of:

- **Christianity** being required for a minimum of 50% of RE curriculum time.
- The nature of the population of the **school**.
- The nature of the community in which the school finds itself i.e. **town or area**.
- The nature of the religious profile of the **Lancashire authority** and the **UK community**.
- The need for our pupils to be aware of their role as **global citizens**.

**RE intends to be plural, broad and deep. In the years from 4-14, pupils must have in-depth learning opportunities with regard to Christianity and the other five principal religions in the UK**

Schools should use **census information** for Lancashire as one part of the data that decides which religions they will study. The population of the school and its community is to be taken into account.

Schools have a measure of flexibility.

### Primary Schools:

- **In the Early Years Foundation Stage**, pupils must have opportunities to learn about **Christianity and other religions represented in the class**. If no other principal religions is represented at least **ONE** other religion should be explored.
- **In Key stage 1**, pupils must have opportunities to learn about **Christianity and at least TWO other principal religions**, and other religions and beliefs represented in the school community.
- **In Key stage 2**, pupils must have opportunities to learn about **Christianity and at least TWO other principal religions**, and other religions and beliefs represented in the local area/Lancashire region.

**By the end of KS2 primary children should have touched upon all the six major world faiths.**

### Secondary Schools:

- **In Key Stage 3** pupils must have further opportunities to investigate religions and beliefs in depth. These are to include **Christianity, religions and beliefs represented in the local area and at least TWO other principal religions**.
- **In Key Stage 4** This syllabus sets out an entitlement for all students to study RE and to have the opportunity to have their learning accredited. Students **should follow nationally accredited courses**, e.g. GCSE full or short courses or Entry Level Certificate. The chosen course should enable the study of Christianity and at least ONE other religion.

### Sixth Form Provision:

#### Years 12 and 13

- There is considerable flexibility for schools in devising programmes of study for 16-19s. The units of study can be delivered in various ways, including core and enrichment programmes of study, general studies, examined courses, day conferences or through integrated work in a number of subjects (see suggested unit titles for RE 16-19).

**For advice on how to plan a whole school curriculum please refer to guidance on the Lancashire SACRE website.**



## *How do we plan for each Key Stage?*

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Remember the principal aim for RE in Lancashire:

**'To support pupils' personal quest for meaning by engaging enquiry into the question "What is it to be human?" exploring answers offered by religion and beliefs.'**

The **Field of Enquiry** of the Agreed Syllabus secures for the school a syllabus for RE which enables pupils to be aware of a variety of responses to the question – ***What does it mean to be human?*** This study will, as required by law, progress from Early Years Foundation Stage to Post 16 education where this syllabus applies.

The chart below gives an overview of the **key questions** for each Key Stage with samples of some possible focus questions. **For more detailed guidance to support planning using the Field of Enquiry please see the RE website and following Programmes of Study.**

**Special note is given to post 16 provision of RE, where the requirements of the Agreed Syllabus are replaced if an accredited course such as GCSE, AS or A level is followed.**

Key Stage	Key question	Samples of focus questions See Programmes of Study for further planning guidance
EYFS	YR: Where do we belong?	E.g. What does it mean to belong? What is a neighbour? Who are our neighbours and how should we treat them? Where are special places in our community? How do special times help us belong? How do we show that we belong? What are our community symbols?
One	Yr1: What do people say about God?	E.g. What is God like/ Where is God? What stories are told about God? How do we find out about God? What do people do because they believe in God? <i>[Different questions can be devised if a school chooses Buddhism here.]</i>
	Yr2: How do we respond to the things that really matter?	E.g. What is worship? What matters most to us? What makes us go 'wow' or makes us think hard? Why do some people have religious rituals? How and why is celebrating and remembering important in religion and worship?
Two	Y3: Who should we follow?	E.g. What is a leader? Can we learn from the life of people who started a religion? What is a powerful person? Who should we follow?
	Y4: How should we live our lives?	E.g. What do religions say about doing good? Why are some occasions sacred to believers? What does it mean to do our duty? What is expected of a person in following a religion or belief?
	Y5: Where can we find guidance about how to live our lives?	E.g. What can stories teach us? How do holy words guide people in their lives? Are religious stories meant to be true? What is wisdom – can words from long ago help us be wise? What sort of writings are found in religion? Do people have to follow every word of their holy books? Can we learn from how some people treat their holy books?
	Y6: Is life like a journey?	E.g. Is life like a journey? If life is a journey, where does it lead? What is a good life? Should we prepare for the future? Is there a map for our journey? Who to travel with? What is death? What to celebrate on the way?
Three	Y7: Where do we belong?	E.g. Where do we belong? What are the rights and responsibilities of belonging? Why is community life so important in religion? Who are our heroes and villains? Can I learn from religious communities?
	Y8: Where can we find guidance about how to live our lives?	E.g. Can words have power? What is true? Can writings make us wise? What is a myth? Why have religious stories lasted? Can words really ever describe God? What can we do when words are not enough? Should laws today still be influenced by religious writings? The creationist debate – what's that about?
	Y9: Where can we seek the truth and find meaning?	What does it mean to be human? Is God real? If so, where is God? Does life have a purpose? Is death the end? If God exists, why is there evil and suffering? Is religion good for society? What does it mean to be religious in the 21 <sup>st</sup> century? What is the relationship between religion and science?
Four	The requirement in KS4 is to follow an appropriate nationally accredited course which focuses on Christianity and at least one other religion.	
Post 16*	How should we live our lives?	In developing my own stance to life, how have philosophy, religious study, experience and argument contributed to my view of the world? What is to be learned from the religions about responses to ultimate questions of meaning, value, commitment and truth? Where do I find meaning?

## 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 (Early Years Handbook 2015).

**Although Religious Education is distinct from the Early Years Framework and must be taught in line with this agreed syllabus it can also make an active contribution to all areas of learning and development. In particular it can support development within:**

- Personal, social and emotional development.
- Communication, language and literacy.
- Understanding the world.
- Expressive arts and design.

**During the EYFS** children may begin to explore the world of religion in terms of: special people, books, festivals and celebrations, places, objects and visiting places of worship. They may be introduced to a range of religious words and use all their senses in exploring religions and beliefs, practices and forms of expression. They may reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

When planning to develop the seven areas of learning, practitioners will search for activities that promote links between a range of different skills. Early Years Foundation Stage planning often uses topics or themes to connect learning so that learning is exciting, engaging and responds to children's interests. The following are examples of how religious experiences can support the Early Years Framework.

### AREA OF LEARNING: PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT (PRIME)

#### Early Learning Goals

**Self-confidence and self-awareness:** children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Managing feelings and behaviour:** children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride

**Making relationships:** children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### Examples of RE related experiences and opportunities

- Children reflect on feelings and experiences associated with, for example weddings, birth ceremonies, death of a pet, special times at school. They apply this learning in a range of child initiated contexts e.g. role play, small world, creative area.
- Children express responses to sad and happy occasions e.g. Remembrance Day, Comic Relief day. They are confident to share their ideas, experiences and artefacts and express feelings. They can talk confidently about their own customs and practices.
- Children use some stories from religious traditions as a stimulus to reflect on their own feelings, behaviour and experiences and explore them in various ways. Using story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation.
- Children think about issues of right and wrong within the school environment and how humans help one another. They recognise leaders and religious visitors and know how to behave and talk to them respectfully.
- Children listen to, consider and talk about the meaning of stories that teach the importance of kindness and friendship.
- Using role-play (e.g. vets, hospital, baby clinic) as a stimulus, children talk about some of the ways people show care and concern for others and why it is important.

#### **SUGGESTIONS FOR LINKED TOPICS AND THEMES:**

Who am I? People Who Help Us, Friends, Families, Special People, I Am Special, We are all different, Heroes, Our Feelings, New Life, Welcoming a New Baby Signs and Symbols, Special Objects. Who is a Neighbour?

### AREAS OF LEARNING: COMMUNICATION AND LANGUAGE ( PRIME) LITERACY (SPECIFIC)

#### Early Learning Goals

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Examples of RE related experiences and opportunities

- Children hear religious and spiritual stories and songs which feature festivals, elements of guidance or relate to human feelings and experience. They listen, question and develop understanding.
- Using a religious celebration as a stimulus, children talk about the special events associated with celebrations.
- Using puppets or small world figures, children re-enact religious stories.
- Through artefacts, stories and music children learn about important religious celebrations. They learn and use new vocabulary associated with places of worship, special ceremonies etc.
- Children re-read familiar stories at their level in the reading corner.
- Children have opportunities to mark make in a range of contexts during both adult led and child initiated activities, e.g. making Easter cards, adding speech bubbles to characters.

#### **SUGGESTIONS FOR LINKED TOPICS AND THEMES:**

Christmas, Heroes, Our Families, Friends, Special People, Old and New.

### AREA OF LEARNING: UNDERSTANDING THE WORLD ( SPECIFIC)

#### Early Learning Goals

**People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

### Examples of RE related experiences and opportunities

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences e.g. after talking to family members, visitors, looking at photographs, handling artefacts.
- Children visit places of worship. Having visited a local place of worship, they apply their learning via role play, mark making and creative activities. Times are taken to learn the value of silence and reflection through stilling exercises.
- Through exploring the school grounds and locality children can identify things of beauty and identify how the environment has been spoiled. They can discuss good and bad ways to treat the world.
- Children use technology to find out about the lives of children in a range of faith communities. They use digital cameras to record points of interest during visits to places of worship or visits from religious leaders.
- Opportunities are taken to express awe and wonder at the natural world – responding through dance, art etc.

### SUGGESTIONS FOR LINKED TOPICS AND THEMES:

Our World, Seasons, Beginnings, Spring, Summer, Autumn, Winter, Festivals, Special Times, Caring for Animals and Pets, Our community, Our Class, Our Town / Village, Special Buildings, Weddings, New Baby, New Life.

## AREA OF LEARNING: EXPRESSIVE ARTS AND DESIGN

### Early Learning Goals

**Exploring and using media and materials:** children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative:** children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

### Examples of RE related experiences and opportunities

- Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact. They make their own models and artefacts using a range of media and materials.
- Children listen to different musical styles and express their feelings in dance and gesture e.g. Hindu hand gestures, Jewish music for joyful and happy occasions.
- Candles are used for stilling exercises and times of reflection.
- Children study different works of art e.g. images of Jesus.
- Opportunities are exploited to explore and express emotions e.g. creating mood pictures.

### SUGGESTIONS FOR LINKED TOPICS AND THEMES:

Happy and Sad, Stories we love, Songs we enjoy, Our feelings, Festivals, Celebrations.

**Although Religious Education can make an active contribution to all areas of learning, it should also be taught as a distinct subject in line with this syllabus, following the Lancashire Field of Enquiry.**

**In the Early Years Foundation Stage, pupils must have opportunities to learn about Christianity and other religions represented in the class.** If no other principal religion is represented at least ONE other religion should be explored.

## Reception

### KEY QUESTION: WHERE DO WE BELONG?

#### Investigations could consider focus questions and issues such as:

What does it mean to belong?  
What is a neighbour? Who are our neighbours and how should we treat them?  
Where are special places in our community?  
How do special times help us belong? How do we show that we belong?

#### Key Learning

#### Pupils will be taught to:

- **Recall** some parts of religious stories from at least 2 religions. (B&V LRT)
- **Talk about** people and situations important to themselves within the school community. (SHE)
- **Talk about** people and situations important to themselves in their families and community. (SPM)

What are our community symbols?	<ul style="list-style-type: none"> <li>• Begin to <b>ask</b> questions (SHE).</li> </ul>
<p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will explore and ask questions about the experiences of wondering about puzzling questions.</li> <li>• <b>Living Religious Traditions:</b> pupils will explore and recognize some things religious people say about God.</li> <li>• <b>Beliefs and Values:</b> pupils will explore and ask questions about some beliefs and stories about God and human life.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will explore simple beliefs about God and suggest their own responses.</li> </ul>	

## KEY STAGE ONE PROGRAMME OF STUDY

**Focus statement:** In Key Stage 1, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the school community.

They explore different beliefs about God, worship and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs about what is important to people are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the important questions raised by values, religion, worship and belief, especially for other children and their families. Pupils develop their enquiry skills through asking questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

**During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:**

- identifying religious communities, individuals and celebrations in their community, visiting places of worship and focusing on symbols and feelings, listening and responding to visitors from local faith communities using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences; and
- beginning to use the skills of computing to explore religions and beliefs as practiced in the local and wider community.

**The key questions in KS1 will be:**

**Y1: What do people say about God?**

**Y2: How do we respond to the things that really matter?**

**Teachers should plan for Christianity and at least two other religions to be studied.**

Year 1

KEY QUESTION – WHAT DO PEOPLE SAY ABOUT GOD?

Investigations could consider focus questions and issues such as:

- What is God like? / Where is God?
- How do people find out about God?
- Why might some people not believe in God?
- What stories are told about God? Why are they told?
- How and why do symbols help some people understand God?
- What can we find out about God from the paintings and songs that religious people make?
- What do some people say God wants?
- What do some people do because they believe in God?
- Why do some people think God made the world?
- What do people in our school/community tell us about God?
- How do some people change/behave/feel because they believe in God?

Key Learning  
Pupils will be taught to:

- Use some religious words and phrases to **recognise and name** features of religious traditions. (B&V LRT)
- **Recall** religious stories and recognise symbols and other verbal and visual forms of religious expression. (B&V LRT)
- **Talk about** their own experience and feelings. (SHE)
- **Talk about** what is of value and concern to themselves. (SPM)
- **Know** what relevant questions are and to **ask** them. (SHE)

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will explore and ask questions about the experiences of wondering about puzzling questions.
- **Living Religious Traditions:** pupils will explore and recognize some things religious people say about God.
- **Beliefs and Values:** pupils will explore and ask questions about some beliefs and stories about God and human life.
- **The Search for Personal Meaning:** pupils will explore simple beliefs about God and suggest their own responses.



## Year 2

### KEY QUESTION - HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?

#### Investigations could consider focus questions and issues such as:

- How and why is celebrating and remembering important in religion and worship?
- How and why do symbols show us what is important in religion?
- What do special stories teach worshippers and others?
- What is really important? Why is this? How do we show this? Can worship help people remember what is important?
- What do people think is important to do daily, [weekly, monthly]? [Why] are these important? Why do some people have religious rituals?
- What makes us go 'wow' or makes us think hard? Does worship have to happen in a special place/a certain time?
- Does worship help people?

#### Key Learning Pupils will be taught to:

- **Retell and suggest meanings** for religious stories, actions and symbols. (B&V LRT)
- Use religious words and phrases and consistently **identify** some features of religious traditions. (B&V LRT)
- Begin to **identify and describe** how religion is expressed in different ways. (B&V LRT)
- **Talk about** what is of value and concern to themselves and to others. (SPM)
- **Talk about** what they find interesting or puzzling. (B&V LRT)
- **Ask important questions** about religions and belief. (SHE)

#### The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Human Experience:** pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth.
- **Living Religious Traditions:** pupils will enquire into examples of worship in religions locally, nationally and globally.
- **Beliefs and Values:** pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration.
- **The Search for Personal Meaning:** pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.

## KEY STAGE TWO PROGRAMME OF STUDY

**During Key Stage 2, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.**

Pupils develop their skills of enquiry into the key question **'What is it to be human?'** They make connections between universal human concepts, different forms of religious expression while discovering and questioning the beliefs and values they express. They consider the beliefs, teachings, practices, celebrations and lifestyles central to religion. They learn about sacred texts and other sources of authority and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and, where appropriate, between religions and beliefs while developing key skills and attitudes. They extend their range and use of specialist vocabulary. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

**During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:**

- identifying religious communities, individuals and their practices and life journeys in their local community;
- encountering religion through visitors and visits to sacred spaces, and enquiring into the impact and reality of religion on the local and global community through carefully planned questions;
- discussing religious and philosophical questions about truth meaning and purpose, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through their writing, art and design, music, dance, drama and computing skills; and
- developing the use of computing skills, particularly in enhancing pupils' awareness of religions and beliefs globally.

**Key Questions in KS2 will be:**

- **Year 3: Who should we follow?**
- **Year 4: How should we live our lives?**
- **Year 5: Where can people find guidance on how to live their lives?**
- **Year 6: In what way is life like a journey?**

**Teachers should plan for Christianity and at least two other religions to be studied.**

Year 3

KEY QUESTION - WHO SHOULD WE FOLLOW?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• What is power/a powerful person?</li> <li>• Who should we look up to?</li> <li>• What is/who has the X factor?</li> <li>• Can people/one person change the world?</li> <li>• What qualities make a good leader?</li> <li>• Are the founders of the faiths good role models?</li> <li>• Can following others get us into trouble?</li> <li>• What does it mean to inspire/be inspired?</li> <li>• What can we learn from the life of people who started a religion?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show awareness</b> of similarities in religions. (B&amp;V, LRT)</li> <li>• <b>Identify</b> how religion is expressed in different ways. E.g. dress, prayer, celebrations. (LRT)</li> <li>• Use a developing religious vocabulary to <b>describe</b> some key features of religious traditions recognising some similarities and differences. (B&amp;V, LRT)</li> <li>• <b>Identify</b> what influences them, <b>making links</b> between aspects of their own and others' experiences. (SHE)</li> <li>• <b>recognise</b> their own and others' values in relation to matters of right and wrong (SPM)</li> <li>• <b>ask</b> important questions about religion and beliefs and find out answers. (SHE, B&amp;V)</li> </ul>
<p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will ask questions about and make links between their own experience and stories of people who are followed.</li> <li>• <b>Living Religious Traditions:</b> pupils will ask questions about the lives and examples of founders and leaders of religion.</li> <li>• <b>Beliefs and Values:</b> pupils will investigate the beliefs and values of founders and leader.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will consider the example of those people who are followed for their own lives and their own beliefs and values.</li> </ul>	

KEY QUESTION – HOW SHOULD WE LIVE OUR LIVES?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• Why are some occasions sacred to believers?</li> <li>• How and why do people worship, including at particular sites?</li> <li>• What is expected of a person in following a religion or belief?</li> <li>• How do religious families and communities practice their faith, and what contributions does this make to local life?</li> <li>• What do the religions say about doing good?</li> <li>• How can we best express our beliefs and ideas?</li> <li>• Should we celebrate special times in our lives?</li> <li>• What's the point?</li> <li>• What is it to 'Do our duty'?</li> <li>• What are our rules?</li> <li>• What 'lights our way'?</li> <li>• What are we prepared to sacrifice/never sacrifice?</li> </ul>	<ul style="list-style-type: none"> <li>• Use specific vocabulary to <b>describe</b> key features of living religious traditions, <b>recognising</b> similarities and differences. (LRT)</li> <li>• Begin to <b>identify</b> the impact religion has on believers' lives. (B&amp;V LRT)</li> <li>• <b>Make links</b> between believers' values and commitments and their own(SPM)</li> <li>• <b>Ask important question</b> about religions and beliefs, and <b>compare</b> to their own experiences. (SHE, B&amp;V, SPM)</li> </ul>

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will consider questions about commitment and change and explore people's experiences of life as it connects to what we believe and value.
- **Living Religious Traditions:** pupils will consider the impact of religion as individuals, in family and in community, in the religions studied.
- **Beliefs and Values:** pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs.
- **The Search for Personal Meaning:** pupils will make links between their own lives and what they believe to be of value.

KEY QUESTION - WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• What can stories teach us?</li> <li>• What guidance to follow?</li> <li>• How do holy words guide people in their lives?</li> <li>• What can we learn from the way religions treat their scriptures?</li> <li>• Can words have power?</li> <li>• What is there to learn from the stories/history of others?</li> <li>• What different kind of writings and story are important to belief/religions?</li> <li>• Are religious stories meant to be true? What do religious texts and teachings say about God, the world and human life?</li> <li>• What is wisdom? Can words from long ago make us wise?</li> <li>• Do (should?) religious teachings affect our laws today?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make links</b> between beliefs and sacred texts, including stories and various religious sources (B&amp;V LRT)</li> <li>• <b>Suggest meanings</b> for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an. (B&amp;V LRT)</li> <li>• <b>Describe</b> the impact of religion on people in terms of beliefs, values and personal meaning. (LRT)</li> <li>• <b>Apply</b> their ideas to their own and other peoples' lives simply. (B&amp;V)</li> <li>• <b>Ask important questions</b> about religion and beliefs, and <b>compare</b> the different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul>

**The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:**

- **Shared Human Experience:** pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance.
- **Living Religious Traditions:** pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community.
- **Beliefs and Values:** pupils will identify and consider the beliefs and values within religious teachings from revered literature.
- **The Search for Personal Meaning** pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.

## Year 6

### KEY QUESTION – IN WHAT WAY IS LIFE LIKE A JOURNEY?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• Is life like a journey?</li> <li>• What is a good life well lived?</li> <li>• How do religions mark the ‘signposts’ and the ‘turning points’ on the journey?</li> <li>• If life is a journey, where does it lead? What is happiness?</li> <li>• What is worth celebrating?</li> <li>• Predestination or free will?</li> <li>• Are children a gift/precious?</li> <li>• Why do we suffer?</li> <li>• What is the map for our journey?</li> <li>• Can people really change?</li> <li>• Who or what are we accountable to?</li> <li>• Should we prepare for the future?</li> <li>• Where do we start and end on this journey?</li> <li>• Who are the important people on our journey?</li> <li>• What is death?</li> <li>• What do we commit ourselves to on our journey?</li> <li>• What beauty and ugliness will we encounter?</li> <li>• What should our attitudes be on our journey?</li> <li>• Is love all we need?</li> </ul>	<ul style="list-style-type: none"> <li>• Use developing religious vocabulary to describe and <b>show understanding</b> of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. (B&amp;V LRT)</li> <li>• <b>Explain</b> what inspires and influences them, expressing their own views whilst respecting other people. (SPM).</li> <li>• <b>Analyse</b> religious information and begin to develop their own opinions B&amp;V, SPM).</li> <li>• <b>Ask important questions</b> about religion and beliefs, (e.g., identity, belonging, meaning, purpose, truth, values and commitments).</li> <li>• <b>Compare</b> different viewpoints within a faith group. (SHE, B&amp;V, SPM)</li> </ul>
<p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> develop awareness of what guides peoples’ lives, of turning points in life and where we may be 'going'.</li> <li>• <b>Living Religious Traditions:</b> identify and question how religious traditions support the journey of life and celebrate or mark life’s milestones.</li> <li>• <b>Beliefs and Values:</b> identify and consider the beliefs and values that underpin a religious life at its different stages.</li> <li>• <b>The Search for Personal Meaning:</b> in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.</li> </ul>	

## KEY STAGE THREE PROGRAMME OF STUDY

**Throughout Key Stage Three** pupils extend their quest for personal meaning by seeking even deeper understanding of Christianity and the other principal religions in a local, national and global context.

They extend their understanding of important beliefs, values, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of questions of belief and values. They advance the use of questioning in their learning. They interpret religious texts and other sources of guidance and wisdom, recognising both the power and limitations of language and other forms of communication in expressing beliefs and ideas. They reflect on the impact of religion and belief in the world and their own lives. They begin to consider religions in relation to each other and in relation to non-religious ways, world views and ways of life, considering the importance of inter-faith dialogue and the tensions that exist between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

**During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:**

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues.
- visiting, where possible, places of major religious significance.
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues.
- reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in RE, using reasoned, balanced arguments as part of their life long quest for meaning and purpose.
- using a range of forms of expression to communicate their ideas and responses creatively and thoughtfully.
- exploring the connections between RE and other subject areas such as the arts, humanities, literature, science.

**The key questions in KS3 will be:**

- **Year 7: Where do we belong?**
- **Year 8: Where can we find guidance on how to live our lives?**
- **Year 9: Where can we seek truth and find meaning?**

## Year 7

### KEY QUESTION: WHERE DO WE BELONG?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• What makes a community?</li> <li>• Do we belong because of choice or circumstance?</li> <li>• Can we learn anything from religious communities?</li> <li>• What unites us? What divides us?</li> <li>• What do we need to know in order to live well together?</li> <li>• Who are the heroes and villains in our community?</li> <li>• Do individuals have any responsibility to the community?</li> <li>• Who is my neighbour? Should charity begin at home?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>investigate and explain</b> the differing impacts of religious beliefs and teachings on individuals, communities and societies.</li> <li>• <b>investigate and explain</b> why people belong to faith communities and explain the reasons for diversity in religion.</li> <li>• <b>apply</b> a wide range of religious and philosophical language consistently and accurately.</li> <li>• <b>enquire into and interpret</b> forms of religious and spiritual expression;</li> <li>• <b>express</b> their own beliefs, ideas and insights into the significance of religious and other world views on human communities.</li> <li>• <b>reflect on and evaluate</b> their own and others' beliefs about issues of community.</li> </ul>
<p><b>Teachers should plan for <u>up to three</u> religions to be studied in any investigation.</b></p> <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will develop understanding of the significance, value and challenges of belonging in a diverse community.</li> <li>• <b>Living Religious Traditions:</b> pupils will investigate how the sense of belonging and being part of religious communities have an impact on believers' lives in various ways.</li> <li>• <b>Beliefs and Values:</b> pupils will develop insights into the ways religious communities, and the individuals within them, develop and practice their beliefs and values.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will develop insight into their own sense of identity and belonging, relating to communities, their place within them and with reference to their exploration of religious communities.</li> </ul>	



**KEY QUESTION: WHERE CAN WE FIND GUIDANCE ON HOW TO LIVE OUR LIVES?**

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• Are some rules universal and timeless?</li> <li>• Can words have power?</li> <li>• Why have religious stories lasted?</li> <li>• Can words ever really describe God?</li> <li>• Should laws today still be influenced by religious writings?</li> <li>• Do religious texts still matter today?</li> <li>• What can stories teach us?</li> <li>• What do we mean by 'truth'?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>explain and analyse</b> how religious beliefs and ideas are transmitted by sacred texts and revered literature.</li> <li>• <b>analyse and compare</b> the evidence and arguments used when considering issues of truth in religion and philosophy, referring to sacred texts.</li> <li>• <b>discuss and evaluate</b> how religious beliefs and teachings and sacred texts inform answers to ultimate questions and ethical issues.</li> <li>• <b>interpret and evaluate</b> a range of religious sources, texts and authorities.</li> <li>• <b>reflect</b> on the relationship between beliefs, teachings and ultimate questions in sacred and revered literature.</li> <li>• <b>express</b> their own ideas and responses, using reasoned arguments and a variety of forms of expression.</li> </ul>
<p><b>Teachers should plan for <u>up to three</u> religions to be studied in any investigation.</b></p> <p><b>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</b></p> <ul style="list-style-type: none"> <li>• <b>Shared Human Experience:</b> pupils will reflect upon experiences such as receiving guidance, trusting in and questioning authority, shaping one's life in light of tradition, and identifying and evaluating questions of authority and experience.</li> <li>• <b>Living Religious Traditions:</b> pupils will investigate, explain and interpret the meanings and use of sacred text in different traditions, creating questions to ask of adherents.</li> <li>• <b>Beliefs and Values:</b> pupils will identify, consider and evaluate questions of belief and value in the light of the teaching of sacred texts and other religious authorities.</li> <li>• <b>The Search for Personal Meaning:</b> pupils will express their own ideas and insights about questions of authority, meaning and purpose in the light of the teachings of sacred texts and other guidance.</li> </ul>	

**KEY QUESTION: WHERE CAN WE SEEK TRUTH AND FIND MEANING?**

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> <li>• What does it mean to be human?</li> <li>• Is God real? If so, where is God?</li> <li>• Does life have a purpose?</li> <li>• Is death the end?</li> <li>• If God exists, why is there evil and suffering?</li> <li>• Is religion good for society?</li> <li>• What does it mean to be religious in the 21<sup>st</sup> century?</li> <li>• What is the relationship between religion and science?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse and compare</b> the evidence and arguments used when considering issues of truth.</li> <li>• <b>investigate and explain</b> the differing impacts of religious beliefs and teachings on individuals, communities and societies.</li> <li>• <b>discuss and evaluate</b> how religions and beliefs and teachings inform answers to ultimate questions and ethical issues.</li> <li>• <b>apply</b> a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs.</li> <li>• <b>reflect</b> on the relationship between beliefs, teachings and ultimate questions, using reasoned arguments to express their own beliefs, ideas and insights on issues such as religion and science, the impact of religion on modern life and questions of good and evil.</li> </ul>

Teachers should plan for up to three religions to be studied in any investigation.

The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Shared Human Experience:** pupils will develop insight and their own interpretations of questions of meaning, purpose, truth, values and commitment.
- **Living Religious Traditions:** pupils will devise enquiries and examine answers to questions about God and the meaning and purpose of life found in different religions and world views.
- **Beliefs and Values:** pupils will consider how beliefs and values address ultimate questions, and the ways in which believers from different traditions may view each other and learn from each other.
- **The Search for Personal Meaning:** pupils will develop and express critical insights into the questions. They will consider the impact of their answers for themselves.

## KEY STAGE FOUR REQUIREMENTS

RE must be taught to all students on roll of a school where this syllabus applies, across the 14-19 years.

Pupils following an accredited course (such as GCSE Religious studies) based on the study of Christianity and one other major world religion will have deemed to have met the requirements of the agreed syllabus.

## 16-19 PROVISION

### Living the Faith - the theme for these two years

In developing my own stance to life, how have philosophy, religious study, experience and argument contributed to my view of the world? What is to be learned from the religions about responses to ultimate questions of meaning, value, commitment and truth?

All schools with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies: *it takes its place alongside key skills, critical thinking, PE/health, sex education and citizenship studies*, all of which the school will also provide for students in this age range.

At this stage, learning opportunities should be focused upon a range of religions and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions. Schools may plan their provision for the key stage including topics selected from those listed on the website, or designed by the school in line with all the general requirements of the syllabus.

There is considerable flexibility for schools in devising programmes of study for 16-19s, and the units of study can be delivered in various ways, including through core and enrichment programmes of study, general studies, examined courses, as day conferences or through integrated work in a number of subjects. **Please see the website for Potential Unit Titles for RE 16-19.**

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