



RE POLICY

Rationale

Religious education at Garlinge Primary School and Nursery seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them gain a knowledge and understanding of major world religions, an appreciation that religions are a way of life and not an abstract system of ideas and the ability to develop their own religious beliefs.

Aims & Objectives

In order to achieve our aims we use the following objectives to inform our planning, teaching and assessment.

To acquire knowledge and understanding of Christianity and other principal religions represented in Great Britain:

- to identify and describe the key features of the religions studied, such as key figures, teachings, festivals and sacred writings
- to identify common elements in the religions studied, such as public worship and marriage ceremonies
- to identify individual features of the religions studied, such as the use of the mezuzah in Judaism or views about alcohol in Islam

To appreciate the diversity of religious belief and practice and the rights of others to hold beliefs different from their own:

- to engage with issues which arise from the study of different beliefs and to appreciate the different answers offered by religious and other traditions
- to identify where others hold beliefs different from their own and to acknowledge those differences

To understand the continuing influence of religious beliefs, values and traditions on individuals, communities and cultures:

- to recognise the effect of religious belief on the actions of others
- to understand how the cultures of various peoples have been affected by their long association with certain religions

To develop an understanding of ultimate questions and religious and non-religious responses to them:

- to become aware of ultimate questions which life raises such as: Is there a God? How did the universe come to be? Is there life after death?

To evaluate different responses to religious and moral issues and to form their own reasoned and informed judgements about them:

- to engage with issues which arise from a study of religions, and to appreciate that much of personal value can be gained from a study of the beliefs and practices of others
- to appreciate the different answers to ultimate questions offered by religious and other traditions, for example “Is there life after Death?” – A Christian reaction would be “Yes, in Heaven with God through the grace of God and the death and resurrection of Christ.” A Jewish reaction would be “Life on earth now is much more important, but the dead do go to be with God.” A Sikh reaction would be “If you have lived a good life then death is an end to the cycle of death and rebirth which is the human condition.” A Muslim reaction would be “There will be a day of judgement after death when Allah will judge each individual life.”

To be able to learn about religions, and from them:

- to gain knowledge of religions and how they influence the lives of believers
- to gain insight into how others have answered the ultimate question and how those answers might help to shape their own beliefs.

PRINCIPLES OF TEACHING AND LEARNING

Breadth and Balance

At Garlinge we follow the Kent Agreed Syllabus for Religious Education (RE). Christianity predominates, being taught for half the allocated time. Various world religions are studied in the remaining half of the time: these are Judaism, Islam, Sikhism and Hinduism. The Kent RE Guidance gives a “model” RE curriculum plan, which we have adopted. It has the variety, breadth and balance required of such a scheme and ensures that enough time is spent on each unit.

Planning

Teachers refer to the school scheme of work when compiling medium term plans (Appendix 1). Topics are listed in brief on the Key Stage Plan. When planning, teachers refer to the level descriptors for RE (Appendix 2) to ensure that the tasks and activities are set at the appropriate level to support effective learning. The school has a well-resourced bank of RE resources for both adult and child use, which aids the delivery of RE lessons.

Differentiation and Additional Educational Needs

Policy and practice in RE reflects whole school policy and encompasses the full range of ability including the most able. Resources are available which appeal to all abilities and include a variety of religious artefacts. All tasks will be challenging, rewarding and sufficiently demanding to stimulate and engage more able pupils: and to ensure correct understanding without misconceptions. Where a child has an additional educational need due to English being a second or foreign language there is the opportunity to use the religious artefacts as a focus for teaching. The AEN and EAL policies offer further information regarding support for children with additional educational needs and access to English problems.

Lesson Organisation

Pupils experience a wide variety of teaching and learning activities appropriate to the subject matter to be covered. Pupils will have the opportunity to access the RE curriculum through;

- engaging in classroom lessons
- reading texts
- researching their own information in the Library and on computers
- discussion
- pair and group work
- use of the media, i.e. videos, artefacts, pictures, music and drama
- visits and visitors

Before inviting any visitors in to an RE lesson, teachers must always consult with the subject leader in order to ensure the RE Policy is adhered to and that the content of the talk will be appropriate. The subject leader has a list available for teacher's to refer to.

In Key Stage 1 RE is taught for 36 hours per year and at Key Stage 2 for 45 hours per year. In Reception class RE is taught for 30 minutes per week. We teach religious education to all children in the school.

In reception classes, religious education is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Cross Curricular Skills and Links

RE makes a contribution to the development of general educational abilities as well as analytical and critical thinking skills. Useful links may also be made in particular subject areas, for example History – Tudor Church/State tensions, Geography – use and management of scarce resources and architecture, and Literacy – discussing controversial issues. There are also links with PSHCE where RE enhances the development of spiritual, moral social and cultural awareness and in discussing rules and behaviour makes a valuable contribution to the work on citizenship. These links are identified at the planning stage.

Monitoring Assessment, Recording, Reporting and Accountability (MARRA)

Informal assessment is made by the class teacher against the learning intentions for each lesson. This is used to inform and adapt planning for subsequent lessons. Progress in RE is reported to parents as part of the annual report. RE plans and coverage is monitored by the subject co-ordinator to ensure lessons are following the agreed scheme and are pitched at the appropriate level.

Continuity and Progression

In the teaching of RE, progression and continuity are ensured by adhering carefully to the key stage plan. The subjects and areas to be covered are well balanced. A copy of the themes can be found in the appendices.

Equal Opportunities

RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards that diversity.

Health and Safety

All staff at Garlinge must be aware of the Health and Safety implications of some activities in RE. Certain activities such as handling artefacts, eating special foods or visiting places of worship may well fall within this category. Some artefacts may be potentially harmful to handle, for example a Sikh kirpan (a ritual dagger) and staff should be aware of the need for close supervision when such artefacts are used. If children are invited to taste special foods in conjunction with an RE lesson care must be taken to ensure that any child with allergies to certain products is protected; either by checking the contents of the foods, or if that is not possible, by ensuring that child does not eat the food. Places of worship are designed primarily for adults and there may be areas of the building that are less child-friendly than school buildings; all visits to places of worship should, therefore, be preceded by a visit by the member of staff intending to take the group. The subject leader has a list of suitable visits with available contact details. The member of staff will then check the building for any problem areas and either alert the children or not allow them to go to certain areas of the building. Please refer to the Health and Safety Policy and the Educational Visits Policy for further details.

Role of the Subject Leader

It is the subject leader's role to ensure:

- that the subject policy, key stage plan and scheme of work are followed by all teachers
- that appropriate resources are available
- that all pupils receive their correct entitlement to RE
- that all teachers are aware of what must be taught, what resources are available and what standards are required by the end of the Key Stage
- that all staff are supported in their teaching of RE, and are encouraged to develop their subject expertise via INSET opportunities
- that the strategies to monitor and review implementation of policy, key stage plan, schemes of work, pupil progress and standards of achievement are adhered to
- that personal professional development takes place
- that resources are ordered according to plans and budgetary constraints
- that reports to governors are provided when requested
- to attend local area meetings with other RE co-ordinators
- RE is given due consideration through proposals contained within the School Improvement Plan, which are linked to identified need and priorities for the improvement of RE.

Resourcing

RE resources are stored in topic boxes. There are large plastic boxes holding texts, and smaller ones containing artefacts. They are sorted by religion, apart from one marked Cross-Religious Texts. These are books written in a thematic way i.e. Marriage Ceremonies. DVDs/CD-Roms and

interactive computer programs are also available. The subject leader ensures that each year group has their required box at the start of each new area to be taught.

Parents' and Teachers' Rights

Parents have the right to withdraw their child or children from RE lessons. The child remains the responsibility of the school. Any parent wishing to withdraw his or her child must contact the Headteacher. Teachers have the right to withdraw from the teaching of RE. Any teacher wishing to do so must discuss this with the Headteacher.

APPENDIX 1

RE Scheme of Work

Nursery

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Through the year Nursery RE will consist of general themes surrounding special books, special people, special times and special places. Non-specific to a particular religion.					

Reception

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Special Places Home School Church Christian (include visit to local church)	Continuation of Term 1 work Christmas – Jesus' birthday Christmas celebrations/ celebrating birthdays	Special times Christianity & Hinduism – festivals	Continuation of Term 3 work. Easter – Symbols; cross, egg, flowers	Special Objects Christianity	Special Objects Hinduism

Key Stage 1

Year 1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
JUDAISM	JUDAISM	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY/HINDUISM
BELIEVING <ul style="list-style-type: none"> • One God • Creator God • God's promise to Abraham (God's people/ Promised Land) LEADERS & TEACHERS <ul style="list-style-type: none"> • Abraham, Moses, David STORY <ul style="list-style-type: none"> • Abraham journeyed to the Promised Land • Moses in the bulrushes • David and Goliath • Esther 	CELEBRATIONS <ul style="list-style-type: none"> • Shabbat • Hanukkah SYMBOLS <ul style="list-style-type: none"> • Mezuzah (Jewish home) • Candles • Star of David BELONGING/ MYSELF <ul style="list-style-type: none"> • Jewish home • Shabbat • Christianity CELEBRATIONS <ul style="list-style-type: none"> • Christmas – Gifts and giving – gift brought by wise men/ giving and receiving presents/ giving yourself. 	LEADERS & TEACHERS <ul style="list-style-type: none"> • Specialness of Jesus BELONGING & MYSELF <ul style="list-style-type: none"> • Jesus' family and Jewish upbringing STORY <ul style="list-style-type: none"> • Stories about Jesus' childhood – boy in the temple • Baptism of Jesus • Wedding at Cana • Healing the blind man • Zaccheus 	BELIEVING <ul style="list-style-type: none"> • God as creator • Loving Father/ parent STORY <ul style="list-style-type: none"> • Special ness of the Bible Christianity CELEBRATIONS <ul style="list-style-type: none"> • Easter – new life and changes 	CELEBRATIONS <ul style="list-style-type: none"> • Sunday SYMBOLS <ul style="list-style-type: none"> • Special buildings i.e. churches • Symbols eg cross, candle, water BELONGING <ul style="list-style-type: none"> • Calling the apostles 	LIVING A GOOD LIFE <ul style="list-style-type: none"> • Thankfulness • Story of 10 lepers HINDUISM BELONGING/ MYSELF <ul style="list-style-type: none"> • Birth ceremonies • A Hindu home and extended family including worship (puja) at home shrine

Year 2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
HINDUISM	HINDUISM	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY/HINDUISM
BELIEVING Introducing Hinduism <ul style="list-style-type: none"> One God (Brahman) – different names and images including Ganesh, Krishna, Rama, Lakshmi 	CELEBRATIONS <ul style="list-style-type: none"> Raksha Bandhan Holi Divali SYMBOLS <ul style="list-style-type: none"> Symbolism of murtis Om Christianity CELEBRATIONS <ul style="list-style-type: none"> Christmas – Good news – received by the shepherds/ Good news and how we celebrate it. 	STORY Parables <ul style="list-style-type: none"> Good Samaritan Lost Coin Great Feast Lost Sheep Talents 2 Builders 	CELEBRATIONS Saints’ Days eg <ul style="list-style-type: none"> St David St Patrick St Andrew St George CELEBRATIONS <ul style="list-style-type: none"> Easter – celebrations and symbols 	SYMBOLS <ul style="list-style-type: none"> Special buildings i.e. churches BELONGING & MYSELF <ul style="list-style-type: none"> Christian family Community Caring for others Caring for the world around us 	LIVING A GOOD LIFE Forgiveness Parable of the unjust steward Hinduism Stories from Hinduism How Ganesha got his head How Krishna was saved at birth The blind man and the elephants

Lower Key Stage 2

Year 3

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CHRISTIANITY	CHRISTIANITY	JUDAISM	CHRISTIANITY	ISLAM	ISLAM/CHRISTIANITY
<p>JOURNEY OF LIFE</p> <ul style="list-style-type: none"> • Why we mark special moments in life • Naming ceremonies • Baptism <p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> • Jesus' baptism 	<p>JESUS AND HIS TEACHINGS</p> <ul style="list-style-type: none"> • Prodigal son • Sower • Workers in the Vineyard • Unforgiving servant <p>CELEBRATIONS</p> <ul style="list-style-type: none"> • Christmas <p>Light and dark – light as a symbol of Jesus; the guiding star; Christmas tree lights/ feelings associated with light and darkness; my guiding lights</p>	<p>The Torah</p> <p>The life of Moses</p> <p>The burning bush</p> <p>The plagues</p> <p>The 10 commandments</p>	<p>The Sermon on the Mount</p> <p>The new commandment</p> <p>How rules make society</p> <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • Easter – joy, sadness, joy 	<ul style="list-style-type: none"> • Life of Muhammad – revelation <p>WORSHIP</p> <ul style="list-style-type: none"> • Features of a mosque <p>SYMBOLS</p> <ul style="list-style-type: none"> • Star and crescent • The Quran <p>Islamic calligraphy</p>	<p>RELIGION, FAMILY & COMMUNITY</p> <p>Islam</p> <ul style="list-style-type: none"> • Home, family & extended family life, eg responsibilities & duties of parent & child • Importance of honesty, greeting, visiting, respect to guests • Hospitality, code of hygiene <p>LIVING A GOOD LIFE</p> <p>Endurance/perseverance</p> <p>Life is something not to be given up on St Paul</p>

Year 4

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
ISLAM	ISLAM/CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	JUDAISM	JUDAISM/CHRISTIANITY
<p>TEACHINGS & AUTHORITY</p> <ul style="list-style-type: none"> Guidance from the Qur'an Qur'an as the word of God, its study and treatment <p>WORSHIP</p> <ul style="list-style-type: none"> 5 Pillars of Islam Shahadah (faith) Salah (prayer) Zakah (almsgiving) Sawm (fasting in the month of Ramadan) Hajj (pilgrimage) Status of Ka'bah 	<p>RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Festivals: Id-ul- Fitr Festivals: Id-ul- Adha <p>RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Festivals Christmas <p>Journeys – Journeys of Mary and Joseph to Bethlehem before the birth – then to Jerusalem after the birth (Luke)/ facing change and challenge; life as a journey; key moments in life</p>	<p>PILGRIMAGE</p> <ul style="list-style-type: none"> Pilgrimage Life as a journey Special places for Christians Canterbury Rome Lourdes Santiago de Compestella The Holy Land 	<p>RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Life of a vicar Festivals: Lent: Shrove Tuesday Ash Wednesday <ul style="list-style-type: none"> Easter – Betrayal and Trust 	<p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> Synagogue worship, including the role of the Rabbi <p>RELIGION & THE INDIVIDUAL</p> <ul style="list-style-type: none"> Aids to prayer – tefillin, tallith, prayer book kippah 	<p>SYMBOLS & RELIGIOUS EXPRESSION</p> <p>Judaism</p> <ul style="list-style-type: none"> Pesach and Seder Plate Symbols <p>LIVING A GOOD LIFE</p> <p>Compassion</p> <p>Jesus' compassion to the helpless crowd</p> <p>Matthew 1:36</p>

Upper Key Stage 2

Year 5

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CHRISTIANITY	CHRISTIANITY	ISLAM	CHRISTIANITY	JUDAISM	CHRISTIANITY
<p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> Worship at Church Different denominations and styles of worship, eg Anglican Methodist Catholic <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Eucharist Communion prayers 	<p>INSPIRATIONAL PEOPLE</p> <ul style="list-style-type: none"> Local Christians, eg someone who works for local charities Christian Aid, local hospice, TEAR Fund CAFOD, Christian Aid <p>RELIGION & COMMUNITY</p> <ul style="list-style-type: none"> The local Church and its work in the community <p>BELIEFS IN ACTION</p> <ul style="list-style-type: none"> Improving our local environment <p>CELEBRATIONS</p> <ul style="list-style-type: none"> Christmas <p>Peace – The message of Christmas – peace and goodwill to all/ Bringing people together; living in peace with others; peace begins with me</p>	<p>JOURNEY OF LIFE & DEATH</p> <ul style="list-style-type: none"> Ceremonies to mark stages in life Birth Marriage Death/life after death <ul style="list-style-type: none"> Role of Imam <ul style="list-style-type: none"> Worship in the mosque <ul style="list-style-type: none"> Importance of Friday <ul style="list-style-type: none"> Praying 5 times a day 	<p>JOURNEY OF LIFE AND DEATH</p> <ul style="list-style-type: none"> Confirmation Marriage Funerals Life after death Handling of loss/change/grief <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> Easter – Good & Evil 	<p>JOURNEY OF LIFE</p> <ul style="list-style-type: none"> Brit Milah (circumcision) Bar/Bat Mitzvah <ul style="list-style-type: none"> Marriage Death and death rituals 	<p>Jesus and authority</p> <p>The question about paying taxes</p> <p>Trouble with keeping the Sabbath</p> <p>Healing miracles</p> <p>LIVING A GOOD LIFE</p> <p>Friendship</p> <p>David and Jonathan</p>

Year 6

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CHRISTIANITY	CHRISTIANITY	JUDAISM	CHRISTIANITY	SIKHISM	SIKHISM
<p>TEACHINGS & AUTHORITY</p> <ul style="list-style-type: none"> • The Bible • Old & New Testaments • Different books & genres, eg history, law, poems, proverbs, gospels, letters • Different translations • Mary Jones • Source of beliefs and teachings for Christians 	<p>RELIGION, FAMILY & COMMUNITY</p> <ul style="list-style-type: none"> • Faith in action, i.e. Christian teachings encourage people to act in certain ways • Famous Christians • St. Francis, Mother Theresa • Missionaries and famous Christian workers today <p>CELEBRATIONS</p> <ul style="list-style-type: none"> • Christmas – Incarnation – The meaning of the Christmas Story for Christians – the Incarnation, God became human in Jesus/ Reflecting on the meaning of the Christmas story for themselves – what it feels like to be loved and accepted 	<p>WORSHIP</p> <ul style="list-style-type: none"> • Rosh Hashanah • Yom Kippur • Succot • Hannukah <p>TEACHINGS & AUTHORITY</p> <ul style="list-style-type: none"> • Jesus’ friends and disciples • Jesus’ teaching about forgiveness • Jesus as Healer • Miracles of Blind Bartimaeus • Jairus’ daughter • Healing of 10 Lepers • Famous Christians (use ICT) eg • 	<p>LIVING A GOOD LIFE</p> <p>Justice</p> <p>Never showing partiality to one group above another</p> <p>Exodus 23:2-6</p> <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • Easter – Who was Jesus? 	<p>TEACHINGS & AUTHORITY</p> <ul style="list-style-type: none"> • Guru Nanak • Guru Gobind Singh <p>SYMBOLS & RELIGIOUS EXPRESSION</p> <ul style="list-style-type: none"> • 5 K’s • The turban • Nishan Sahib • Ik Onkar • Khanda <p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> • Gurdwara – worship/ centre of the community • The role of the Guru Granth Sahib • The Akhand Path 	<p>BELIEFS & QUESTIONS</p> <ul style="list-style-type: none"> • Beliefs about the nature of God: God as One • God: Creator • Sustainer • Mool Mantar <p>WORSHIP & SACRED PLACES</p> <ul style="list-style-type: none"> • Granthi Prasad • Golden Temple of Amritsar (use ICT) <p>RELIGION & THE INDIVIDUAL</p> <ul style="list-style-type: none"> • Commitment – Khalsa • Service – sewa <p>RELIGION & THE COMMUNITY</p> <ul style="list-style-type: none"> • Marriage • Equality

APPENDIX 2

LEARNING OUTCOMES IN RELIGIOUS EDUCATION

LEARNING OUTCOMES FOR THE EARLY YEARS FOUNDATION STAGE

Investigation of religions and worldviews

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. talk about what items and people are important to them and to other people;
- b. show awareness and sensitivity towards their own and others' needs, views and feelings;
- c. show awareness of how people can care for living beings;
- d. respect their own and others' ways of life.

Knowledge and understanding of Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. talk about a story about Jesus or a story Jesus told that illustrates Christian concern for the outsider or the marginalised;
- b. talk about the creation and how some Christians show their care for the natural world;
- c. recognise some items found in a church that are connected with important Christian beliefs or practices;
- d. recall at least one person associated with the life of a church.

Knowledge and understanding of religions or worldviews other than Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:

- a. talk about a story from the religion or worldview being studied;
 - b. talk about the natural world and how care is shown for all living things;
 - c. recognise some items that are connected with important beliefs or practices;
 - d. recall at least one person associated with the life of the religion or worldview being studied.
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LEARNING OUTCOMES FOR KEY STAGE 1

Investigation of religions and worldviews

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. talk about what is important to them and to other people with respect for feelings;
- b. talk about some things about people, that make people ask questions;
- c. ask their own questions about God/deity, special people and special occasions;
- d. provide a good reason for the views they have and the connections they make.

Knowledge and understanding of Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;
- b. recall the key features of the Gospel stories of Christmas and Easter;
- c. say something about how Christians talk about a relationship with God;
- d. say something about how and why Christians try to help others;
- e. provide a good reason for the views they have and the connections they make.

Knowledge and understanding of religions or worldviews other than Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:

- a. recall stories about an inspirational person;
 - b. recall key features of an inspirational event, ritual or special occasion;
 - c. say how stories in a selected tradition are inspirational for believers;
 - d. say something about how and why followers of this tradition try to help others;
 - e. provide a good reason for the views they have and the connections they make.
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LEARNING OUTCOMES FOR LOWER KEY STAGE 2

Investigation of religions and worldviews

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. compare different ideas about God in the traditions studied;
- b. ask important questions about the practice of faith and compare some different possible answers;
- c. link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;
- d. provide good reasons for the views they have and the connections they make.

Knowledge and understanding of Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;
- b. describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;
- c. describe a way in which some Christians work together locally;
- d. describe the importance of the Bible for Christians and give examples of how it is used;
- e. provide good reasons for the views they have and the connections they make.

Knowledge and understanding of religions or worldviews other than Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:

- a. describe what believers might learn from the significant texts/writings being studied;
 - b. describe what some of the arts in the tradition being studied might mean to believers;
 - c. describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;
 - d. describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;
 - e. provide good reasons for the views they have and the connections they make.
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LEARNING OUTCOMES FOR UPPER KEY STAGE 2

Investigation of religions and worldviews

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview;
- b. ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;
- c. ask important questions about social issues and suggest what might happen depending on different moral choices;
- d. provide good reasons for the views they have and the connections they make.

Knowledge and understanding of Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to:

- a. make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;
- b. describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;
- c. describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art;
- d. describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;
- e. provide good reasons for the views they have and the connections they make.

Knowledge and understanding of religions or worldviews other than Christianity

By the end of this stage, as a MINIMUM requirement, pupils will be taught to: [for example, depending on selected tradition]:

- a. make links between some texts and symbols from religion and belief and guidance on how to live a good life;
- b. describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;
- c. describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;
- d. describe and compare different ideas from the tradition being studied about life after death with reference to key texts;
- e. provide good reasons for the views they have and the connections they make.