



# Hertfordshire Agreed Syllabus of Religious Education 2012-2017

Standards and School Effectiveness  
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# Hertfordshire Agreed Syllabus of Religious Education 2012- 2017

Hertfordshire Agreed Syllabus of Religious Education 2012-2017

This Agreed Syllabus of Religious Education (RE) replaces the one published in 2006. This syllabus will, to a considerable extent, build on what is already established and will continue to take RE forward as a key component of the whole curriculum.

This syllabus requires that pupils learn about and through religion and that teachers encourage pupils to reflect on their own beliefs and values whilst acknowledging that others may hold beliefs different to their own.

The Education Act 1996 requires that all locally agreed syllabuses of RE are reviewed every five years. This review in Hertfordshire has been greatly informed by teachers and by representatives from faith communities within the county. Through the consultation process and the Agreed Syllabus Conference (ASC), many people have given generously of their time and expertise to review and develop the Hertfordshire Syllabus for 2012 - 2017. Together they have considered the last syllabus, the views of Hertfordshire teachers, national advice by the national non-statutory Framework for Religious Education, as well as recent national and local developments of the whole curriculum.

We would like to thank everyone who has been involved from the initial consultation through the detailed work of revising the syllabus to the complex task of refining the final version. It is due to this professionalism, understanding and effort that we can commend this new Agreed Syllabus of Religious Education to you as a good basis for further developing the work of teachers and others concerned with RE in Hertfordshire schools.

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Chair of Agreed  
Syllabus Conference

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Director

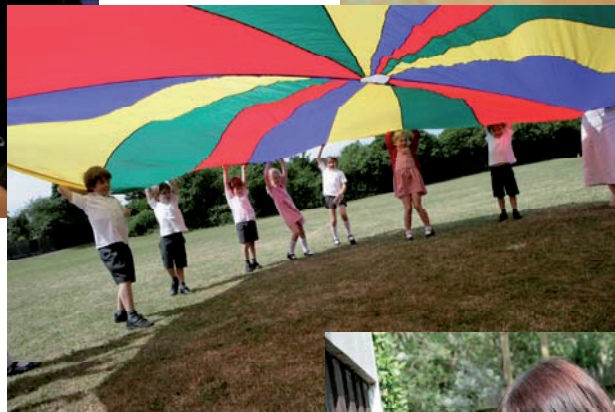


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# The importance of Religious Education

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 challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It develops pupils' awareness, knowledge and understanding of Christianity and other principal religions, religious traditions and world views.<sup>1</sup>



1. The principal religious traditions focused on in this syllabus are, in accordance with guidance from the DfE, Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. If a school has pupils who are members of other world faiths (e.g. Baha'i or Jain) then it is important in terms of inclusion and valuing of the individual that the school includes aspects of that religion in their RE. Humanism and Atheism are not 'religions' but are world views which may be appropriate to mention as part of the RE curriculum.



Religious Education has an important role to play in preparing pupils for adult life. It encourages pupils to develop their sense of identity and belonging. It enables them to develop individually, within their communities, as members of a diverse society and as global citizens.



Religious Education enables pupils to develop respect for and sensitivity to others, in particular those whose faiths, beliefs and world views are different from their own. It promotes discernment and enables pupils to overcome prejudice.



# Statement of Principles

## The nature of Religious Education

Religious Education has two closely related aspects:

- learning about religion
- learning from religion

It should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

## Spiritual, moral, social and cultural development

Responsibility for the spiritual, moral, social and cultural development of pupils runs across the whole school. RE makes a significant contribution, encouraging personal reflection and development in addition to intellectual growth.

Religious Education should promote pupils':

- spiritual development through recognising and valuing their own spirituality, reflecting on and questioning their own and others' life experiences and beliefs, understanding and appreciating the earth and the universe as sources of sustenance and inspiration;
- moral development through understanding moral dilemmas, the difference between right and wrong, consideration and concern for others, recognising personal obligations, making reasoned and informed judgements;
- social development through understanding religious communities and their activities, respecting similarities and differences, being a responsible citizen at local, national and global levels;
- cultural development through developing a sense of belonging to and engaging with local, regional and national cultures, learning how to appreciate difference and diversity, recognising common values which cross cultures, appreciating the impact of the environment on cultural traditions.

## World faiths and the scope of Religious Education in Hertfordshire

Religious Education must include the study of the principal world faiths practised in Great Britain, with account being taken of the wide diversity of religious backgrounds pupils bring to schools in Hertfordshire. The Hertfordshire Agreed Syllabus, as required by the Education Act 1996, reflects 'the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching practices of the other principal religions represented in Great Britain'. Religious Education is also concerned with secular world views but only when they relate to Religious Education.



In order to meet the statutory requirement of this Agreed Syllabus schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;
- the six principal religions in greater depth through Key Stages 3 and 4 and post-16.

### Inclusion

In planning and teaching Religious Education, teachers are required to have due regard to the statements on inclusion found in the statutory framework for the EYFS and within the Principles into Practice Card 1.2 'Inclusive Practice', in addition to the three main sections set out in the National Curriculum documents.

- setting suitable learning challenges
- responding to the diverse needs pupils bring to their learning
- overcoming potential barriers to learning and assessment for individuals or groups of pupils

By adhering to these principles, teachers will ensure that all pupils have the chance to succeed.

### Time Allocation

- time allocation for collective worship/assemblies must be separate from that allocated to Religious Education.
- Religious Education must be taught in every year group.
- it is a legal requirement for all children on the 'school' register to have Religious Education. It is not a requirement for children in nursery schools or nursery classes, but the curriculum must promote children's spiritual, moral, social and cultural development.
- this syllabus requires a minimum allocation of curriculum time distributed throughout the Key Stage for Key Stages 1 and 2. This gives schools the opportunity to be flexible in their approach to planning. For further exemplification of this please see the non-statutory Hertfordshire Scheme of Work for Primary Religious Education.
- at Key Stages 3 and 4 the minimum time allocation is expressed in hours per year. This gives schools the opportunity to deliver a flexible Key Stage 3 / 4 if they so choose.

**Minimum time requirements - to include visits and RE curriculum days but not school productions related to festivals or collective worship time.**

FOUNDATION STAGE	KEY STAGE 1	KEY STAGE 2	KEY STAGE 3	KEY STAGE 4	POST-16
RE will be delivered flexibly according to the statutory requirements of the EYFS.	60 hours over 2 years  (approximately 10 hours per term)	156 hours over 4 years  (approximately 13 hours per term)	36 hours per year	30 hours per year	10 hours per year

## The aims of Religious Education

To enable children and young people according to their ability and level of development to:

1. acquire and develop knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire;
2. develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;
3. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;
4. enhance their own **spiritual, moral, social and cultural** development by:
  - a) developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;
  - b) responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;
  - c) reflecting on their own beliefs, values and experiences in the light of their study;
  - d) expressing their own personal viewpoints in a thoughtful, reasoned and considerate way.
5. recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

# Agreed syllabus overview

These two attainment targets, with their associated statements, set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

## The attainment targets

### **AT1 Learning about religion**

This includes the ability to:

1. identify, name, describe and give an account, in order to build a coherent picture of each religion;
2. explain the meanings of religious language, stories and symbolism;
3. explain similarities and differences between, and within, religions.

### **AT2 Learning from religion**

This includes the ability to:

4. respond to religious and moral issues in an informed and considered manner;
5. reflect on what might be learnt from religion in the light of personal beliefs and life experience;
6. identify and respond to the question of meaning within religion.

## The six key areas of Religious Education which form the basis of the programmes of study

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on six key areas:

- **Beliefs and teachings** - e.g. stories, religious leaders, books, God/gods, self-sacrifice, truth, life after death;
- **Religious practices and lifestyles** - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, actions, effects on individuals;
- **Ways of expressing meaning** - e.g. sacred texts, art, music, literature, symbolism, poetry, dance, drama, prayer, forms of religious and spiritual expression, silence/stillness;
- **Human identity, personality and experience** - e.g. belonging, preferences, relationships within family and community, influences on own lives, inspirational people;
- **Questions of meaning and purpose** - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, making sense, ultimate questions of life raised by life experiences;
- **Values and commitments** - e.g. values, ethics, principles, rules, morality.

In order to meet the statutory requirement of this Agreed Syllabus, schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;
- the six principal religions in greater depth through Key Stages 3 and 4 and post-16.

## The eight level scale of attainment

The six key areas of Religious Education are reflected in the levels of attainment, which can be used to set learning objectives, generate success criteria and to assess and report attainment.

# The legal requirement for Religious Education

1. The Education Act 1996 requires that the curriculum for every maintained school includes provision for Religious Education for all pupils (of whatever age) at the school. Every area of the curriculum, including RE, must promote the spiritual, moral, social, cultural, mental and physical development of pupils and prepare them for life. The requirement to teach Religious Education does not apply to nursery schools and classes but it does apply to children in reception classes.
2. In Community Schools and Foundation and Voluntary Schools without a religious character, RE must be provided in accordance with the Hertfordshire Agreed Syllabus. An Agreed Syllabus must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (The Education Act 1996).
3. An Agreed Syllabus must not require RE to be provided by means of any catechism, or formula which is distinctive of any particular denomination.
4. It is the responsibility of each Local Authority (LA) to adopt an Agreed Syllabus. Each LEA must set up a Standing Advisory Council on RE (SACRE) to advise on matters connected with the RE to be given in accordance with the Agreed Syllabus.
5. The Education Act 1993 states that regulations shall provide that, so far as is practicable, every pupil should receive a religious education. The LA expects all its special schools to provide RE in accordance with this Agreed Syllabus.
6. In Foundation and Voluntary Controlled Schools with a religious character, the Hertfordshire Agreed Syllabus must be used unless parents request denominational teaching.
7. In Voluntary Aided Schools with a religious character, the required provision for RE 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 Hertfordshire Agreed Syllabus where parents request it (if a child cannot reasonably attend a school where the Agreed Syllabus is being taught).
8. All parents have the right to withdraw their children from receiving RE. No teacher can be required to teach RE if s/he does not wish to do so (DfES Circular 1/94 para 44-49).

9. The School Inspections Act 1996 requires inspectors to report on the standards of attainment, progress of pupils and quality of teaching in RE.
10. The Funding Agreements for new Academies stipulate that all academies are required to teach RE:
- for academies without a religious character, this will be a locally Agreed Syllabus;
  - for denominational Academies with a religious character (Church of England or Roman Catholic – but also Muslim and most 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**

The model Funding Agreement for new Academies (2010) follows this stipulation that RE should be taught in all schools, following a local Agreed Syllabus or denominational syllabus. The law for Free Schools is the same as that for new Academies.

### **In March 2011 the DfE stated its position with regard to Academies and RE:**

"Academies must provide religious education in accordance with their Funding Agreements. The policy intention is for the model Funding Agreements to broadly reflect the provisions that apply to local authorities and schools in the maintained sector. The Funding Agreement requires that Academies with a religious designation provide religious education in accordance with the tenets of their faith and Academies that do not have a religious designation must arrange for religious education to be given to all pupils in accordance with the requirements for Agreed Syllabuses. In other words, a curriculum which reflects that the religious traditions in Great Britain are, in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

For foundation or voluntary controlled schools with a religious designation that convert to Academies, the intention is that they will arrange for religious education in accordance with the requirements for Agreed Syllabuses, as set out above, unless any parents request that their children receive religious education in accordance with any provisions of the school's trust deed or in accordance with the tenets of the school's faith. If any parents do request this, the Academy must make arrangements for those children to receive such religious education unless, because of special circumstances, it would be unreasonable to do so. The Funding Agreement sets this out."

This Agreed Syllabus has been prepared on the basis of the legal requirements: The Education Act 1996 and The School Standards and Framework Act 1998. It takes account of the guidance issues in Circulars by the Department of Education (which do not have the force of law), the non-statutory Framework for RE and DCSF Guidance on Religious Education in English Schools, 2010.

**It is the responsibility of each school to have a curriculum document for RE. With the exception of Voluntary Aided Schools with a religious character and faith Academies (see 7 and 10 above), this is to be based on an Agreed Syllabus, implemented in teaching throughout the school and ensuring that both educational and legal requirements are met. It is the headteacher's duty to secure the provision and the governing body or LA must also exercise their function to secure such provision.**

## Using the programmes of study

The programmes of study are intended to allow maximum flexibility to schools and teachers to devise their own teaching programmes. The approach which schools adopt is a matter for professional discussion, but it is important that pupils are helped to gradually develop a greater understanding of what it means to belong and adhere to particular religious communities. Deciding which religions to cover and when is an important part of the process; it will be essential for some schools to liaise locally. Subject leaders may use the non-statutory Hertfordshire Primary Scheme of Work to guide their RE planning.

In planning a school's own medium and long-term plans, RE subject leaders will need to gain an overview of all the programmes of study, including those at adjacent Key Stages in order to ensure continuity and progression. The planning charts in the Appendix can be used to track coverage of the programmes of study.

In order to meet the statutory requirement of this Agreed Syllabus schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;
- the six principal religions in greater depth through Key Stages 3 and 4 and post-16.

Care should be taken if using published units of work, other than the non-statutory Hertfordshire Primary Scheme of Work for Religious Education, to ensure that all requirements of the Hertfordshire programme of study are met.

The programmes of study have been developed to reflect both Attainment Targets. Within such an ethos, planning for 'Learning from' a religion needs to happen at the same time as planning for 'Learning about' religion. It requires specific opportunities for pupils to respond to what they are learning in affective and cognitive ways, and to be able to relate it to their own experience.



## Additional guidance for special schools

Special schools follow the Hertfordshire Agreed Syllabus. It can be modified in a way that is helpful and appropriate for meeting individual pupils' needs. This could mean using programmes of study from alternative Key Stages. How these modifications are to be made is left to the discretion of the RE subject leader and headteacher.

Teachers should provide access to learning for pupils with special educational needs by:

- making provision for pupils who need help with language, literacy and communication;
- enabling pupils to manage their behaviour and emotions so that they can access the RE curriculum;
- planning learning experiences which will develop pupils' understanding through the use of all available senses;
- planning carefully to allow opportunities for all pupils to contribute productively to RE lessons;
- giving pupils the opportunities to develop the skills they need for adult life.

In addition to the eight level scale of attainment, P Levels have been developed for use with pupils working at levels below Level 1 and can be found in Appendix 1.

### During the Early Years

**Foundation Stage**, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

### Early learning goals (referenced to development matters in the EYFS 2012)

#### **PSE: 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 children

#### **PSE: 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

#### **PSE: 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

## The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage describes the phase of a child's development from birth to the end of reception. Religious Education is statutory for all pupils registered on the school roll. The statutory requirement for Religious Education does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the EYFS. It will, however, form a valuable part of the educational experience of children throughout the EYFS and will support children in meeting the required Early Learning Goals.

RE will be delivered flexibly according to the statutory requirements of the EYFS.

In order to meet the statutory requirement of this Agreed Syllabus, schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;

Religious Education related activities can contribute to **all** the early learning goals and will be of help when teachers are planning the curriculum.

### Children must have opportunities to:

**F:1** listen and respond to a range of faith stories in a variety of ways;  
(understanding the world: people and communities)

**F:2** explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others.

Children should explore how people know that they belong to family and other groups, including religious groups;

(PSE: making relationships, self-confidence and self-awareness, managing feelings and behaviour)

**Communication and language:  
Listening and attention**

Children listen more 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

**Communication and language:  
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

**Communication and language:  
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

**Understanding the world:  
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

**Understanding the world:  
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 things occur and talk about changes

**Expressive arts and design:  
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 and stories

**F:3** learn about key figures in their own lives and key members of a local religious group;  
(understanding the world: people and communities)

**F:4** hear and use some basic religious vocabulary in context of their experiences;  
(communication and language: speaking)

**F:5** explore local places which are important for people, including at least one place of significance for a religious family. They should share their own experiences of places which are special to them;  
(understanding the world: people and communities)

**F:6** share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities;  
(understanding the world: people and communities, PSE: making relationships)

**F:7** experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed;  
(understanding the world: the world, expressive arts and design: being imaginative)

**F:8** understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others.  
(PSE: making relationships, managing feelings and behaviour)

These opportunities must be used as the basis for planning Religious Education in the reception year. They may also be used for planning nursery provision.

Additional guidance can be found in Appendix 2.

**Throughout Key Stage 1**, pupils learn about and from different beliefs about God 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 are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. 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.

## Key Stage 1

**Minimum time allocation: 60 hours over two years (approximately 10 hours per term)**

This may include RE visits, visitors to RE lessons and RE curriculum days but does not include:

- collective worship time
- school productions/rehearsal time
- celebration assemblies

In order to meet the statutory requirement of this Agreed Syllabus, schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the Key Stages 1 and 2.

Key Stage 1 must ensure that pupils know about and become familiar with Christianity and other principal religions which are represented within Hertfordshire.

This programme of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on the six key areas of Religious Education:

### AT1

Beliefs and teachings,  
Religious practices and lifestyles,  
Ways of expressing meaning.

### AT2

Human identity, personality and experience,  
Questions of meaning and purpose,  
Values and commitments.

Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning:

### 1.1 → ICT opportunity

Pupils could use the internet or CD-ROMs to obtain a wide variety of stories from religious books

### 1.2 → Links to other subjects

This builds on English where pupils in drama activities present stories to others and where pupils make relevant comments, listen to others' reactions and ask questions to clarify their understanding

### 1.3 → ICT opportunity

Pupils could record their work using digital video and use ICT painting, desktop publishing or multimedia authoring packages This builds on PSHE / Citizenship where pupils are taught about what is fair and unfair, right and wrong, to share their opinion on things that matter to them, to recognise choices they make and to realise that people and other living things have needs and they have responsibilities to meet them

### 1.4 → Links to other subjects

This builds on History where pupils are taught about the lives of significant men, women and children drawn from the history of Britain and the wider world

### 1.5 → Links to other subjects

This builds on Geography where pupils express their own views about places and environments, which can lead to reflection on spiritual experiences and concepts

### 1.5 → ICT opportunity

Pupils could use digital recording equipment or "Virtual Visits" to enhance their learning about places of worship

## AT1 Learning about religion

### Beliefs and teachings

- 1.1 about some of the beliefs people hold, including belief in God/gods.

### Religious practices and lifestyles

- 1.2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life;
- 1.3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;
- 1.4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;
- 1.5 about, preferably through a visit, at least one place of religious importance;
- 1.6 about and, where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions.

### Ways of expressing meaning

- 1.7 some basic vocabulary used in a religious context;
- 1.8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating;
- 1.9 about how and why symbols express religious meaning;
- 1.10 to explore how religious beliefs and ideas can be expressed through the arts.

### **1.13 / 1.15 → Links to other**

**subjects** This builds on PSHE/Citizenship where pupils are taught about what is fair/unfair, right and wrong, to share their opinion on things that matter to them, to recognise choices they make and to realise that people and other living things have needs and they have responsibilities to meet them

## **AT2 Learning from religion**

### **Human identity, personality and experience**

1.11 about relationships, considering their own experiences, including challenging times.

### **Questions of meaning and purpose**

1.12 some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no universally agreed answers;

### **Values and commitments**

1.13 about how and why religious people show care and concern for humanity;

1.14 to recognise how people are thankful for the earth's resources;

1.15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.

**Throughout Key Stage 2**, pupils learn about Christianity and at least one other principal religion, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. 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 religious education.

## Key Stage 2

**Minimum time allocation: 156 hours over 4 years (approximately 13 hours per term)**

This may include RE visits, visitors to RE lessons and RE curriculum days but does not include:

- collective worship time
- school productions/rehearsal time
- celebration assemblies

In order to meet the statutory requirement of this Agreed Syllabus, schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2.

Key Stage 2 must ensure that pupils develop and reflect upon their knowledge and understanding of Christianity and other principal religions which are represented within Hertfordshire.

This programme of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on the six key areas of Religious Education:

### AT1

Beliefs and teachings,  
Religious practices and lifestyles,  
Ways of expressing meaning,

### AT2

Human identity, personality and experience,  
Questions of meaning and purpose,  
Values and commitments.

Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning:

### 2.1 → Links to other subjects

This builds on PSHE/Citizenship, where pupils are taught about the lives of people in other places and times, and people with different values and customs

### 2.1 → Links to other subjects

This builds on History, where pupils learn about the social, cultural, religious and ethnic diversity of societies in Great Britain

### 2.2 → Links to other subjects

This requirement builds on English, where pupils are taught to identify the use and effect of specialist vocabulary

### 2.1 - 2.4 → ICT opportunity

Pupils can use ICT to find information on a variety of subjects and use ICT tools to present their findings

### 2.8 -2.9 → Links to other subjects

This requirement builds on Music where pupils develop their skills through a range of live and recorded music from different times and cultures

### 2.11 - 2.14 ICT opportunity

Pupils could find information on the internet and CD-ROMs and could use digital images and desk top publishing to present their findings

## AT1 - Learning about religion

### Beliefs and teachings

- 2.1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;
- 2.2 to use key religious vocabulary in communicating their knowledge and understanding;
- 2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;
- 2.4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.

### Religious practices and lifestyles

- 2.5 to identify and begin to describe the similarities and differences within and between religions;
- 2.6 to investigate the significance of religion in the local, national and global communities;
- 2.7 to use and interpret information about religions from a range of sources;
- 2.8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;
- 2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship;
- 2.10 about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;
- 2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;
- 2.12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;
- 2.13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance.



### Ways of expressing meaning

- 2 .14 about religious festivals which share common themes, but which have meaning unique to each faith;
- 2 .15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts, including sacred texts.

## AT2 - Learning from religion

### Human identity, personality and experience

- 2 .16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;
- 2 .17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;
- 2 .18 that there are important landmarks in life, both religious and non-religious;
- 2 .19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;
- 2 .20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions.

### Questions of meaning and purpose

- 2.21 the difference between ultimate and non-ultimate questions, including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life.

### Values and commitments

- 2 .22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;
- 2.23 to reflect on ideas of right and wrong and their own and others' responses to them;
- 2.24 about religious codes of conduct and rules of living, considering the effect of these on daily life;
- 2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.

Throughout Key Stage 3, pupils extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They deepen their understanding of important beliefs, 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 ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and 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.

## Key Stage 3

**Minimum time allocation: 36 hours per year.**

This may include RE visits, visitors to RE lessons and RE curriculum days but does not include:

- collective worship time
- school productions/rehearsal time
- celebration assemblies

In order to meet the statutory requirement of this Agreed Syllabus, schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;
- the six principal religions in greater depth through Key Stages 3 and 4 and post-16.

Key Stage 3 must ensure that pupils deepen and extend their knowledge of and responses to Christianity and other principal religions which are represented within Hertfordshire.

This programme of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on the six key areas of Religious Education:

### AT1

Beliefs and teachings,  
Religious practices and lifestyles,  
Ways of expressing meaning,

### AT2

Human identity, personality and experience,  
Questions of meaning and purpose,  
Values and commitments.

Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning:

### 3.1 → ICT opportunity

Pupils could use the internet to investigate key beliefs

### 3.4 → Links to other subjects

This links with History where pupils learn about significant events, people and changes from the recent and more distant past, and history from a variety of perspectives including political, religious, social, cultural and aesthetic

### 3.6 → ICT opportunity

Pupils could use the internet and CD-ROMs for research and presentation software and desktop publishing to present their findings

### 3.4 - 3.7 → Links to other subjects

This links with Citizenship, where pupils develop their knowledge and understanding of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

### 3.11 → Links to other subjects

This links with Art and Design where pupils investigate art, craft and design in a variety of styles and traditions and from a range of historical, social and cultural contexts

## AT1 - Learning about religion

### Beliefs and teachings

- 3.1 about the variety of beliefs and teachings from the six principal religions;
- 3.2 to use a wide range of key religious and moral vocabulary;
- 3.3 about believers' understanding of the nature of God/gods;
- 3.4 about the significance of and beliefs behind the main acts of worship.

### Religious practices and lifestyles

- 3.5 about the similarities and differences both within and between religions in relation to practices and lifestyles;
- 3.6 about the beliefs and teachings of key religious figures (both founders and modern) and the impact they have as sources of authority and how they inspire religious communities today;
- 3.7 about the way in which belonging to a religion affects a believer's lifestyle;
- 3.8 about the variety of beliefs relating to the significance of pilgrimages both within and between religions;
- 3.9 about the deeper symbolic meaning contained within sources, including sacred texts, places of worship, artefacts and art;
- 3.10 about the underlying beliefs behind religious festivals and celebrations both within and between religions and their impact.

### Ways of expressing meaning

- 3.11 about the nature of sacred texts, their interpretation and their impact on the lives of believers;
- 3.12 about different forms of expressing beliefs and teachings (including worship and/or meditation) within and between religions.

### **3.16 → Links to other subjects**

This links to Science, where pupils learn about empirical questions, evidence and scientific explanations using contemporary examples

### **3.19 → Links to other subjects**

This links with Geography, where pupils investigate issues concerning the environment and sustainability and the need to reflect on and evaluate their own and other beliefs about the issues

### **3.21 → Links to other subjects**

This links to PSHE, where pupils are taught about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

## **AT2 Learning from religion**

### **Human identity, personality and experience**

- 3.13 interpret a variety of forms of religious and spiritual expression;
- 3.14 about different kinds and uses of authority and inspiration and the sources of these within their own lives;
- 3.15 about different forms of commitment within families and religious groups, the notion of vocation and the teachings and moral principles upon which these are based.

### **Questions of meaning and purpose**

- 3.16 to recognise their own thoughts and feelings on the cycle of life and religious responses to this;
- 3.17 how philosophical questions about the origins of the universe are answered by religion and science; to evaluate and debate the relationship between the two;
- 3.18 to explore responses to ultimate questions including religious and non-religious beliefs teachings and ideas.

### **Values and commitments**

- 3.19 to explore and acknowledge the basis of their own beliefs and values;
- 3.20 about the moral and ethical issues raised by the ways in which human beings use the earth's resources and explore a range of religious and personal responses to these issues;
- 3.21 about issues relating to fairness, justice and duty within society and the world;
- 3.22 about a variety of types of prejudice and discrimination that affect relationships between individuals and groups and ways of counteracting these effects.

Throughout Key Stage 4, pupils analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity and the ways in which religion and spirituality may be expressed through a variety of different mediums for example philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally.

## Key Stage 4

**Minimum time allocation: 30 hours per year.**

This may include RE visits, visitors to RE lessons and RE curriculum days but does not include:

- collective worship time
- school productions/rehearsal time
- celebration assemblies

In order to meet the statutory requirement of this Agreed Syllabus schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;
- the six principal religions in greater depth through Key Stages 3 and 4 and post-16.

Schools must provide Religious Education to every student in accordance with legal requirements.

Schools must ensure that they offer a full GCSE in Religious Studies as an examination option and to provide it for viable groups of pupils who wish to take it.

Schools must plan for continuity of provision of Religious Education that is progressive and rigorous from Key Stage 3, for all pupils.

All pupils must be taught using at least one of the following Syllabuses:

- one of the GCSE full courses in Religious Studies;
- one of the GCSE short courses in Religious Education/Studies;
- a certificate in Religious Education offered by one of the examination boards;
- an Integrated Humanities GCSE course where RE is an identifiable component meeting the KS4 time requirements;
- another recognised qualification with an identifiable RE component meeting the KS4 time requirements.

There is no requirement that schools enter pupils for any of these awards. However, it is expected that where the course has been studied pupils will have the opportunity to attain the qualification.

#### 4.1 → Links to other subjects

This links to Science, where pupils learn about scientific controversies and ethical issues

#### 4.1 → Links to other subjects

This links to Citizenship, where pupils learn about the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

#### 4.4 → Links to other subjects

This links to PSHE, where pupils are taught about the power of prejudice, and to challenge racism and discrimination assertively

#### 4.6 → Links to other subjects

This links to ICT where pupils analyse the information they need and ways they will use it, presenting it in forms that are sensitive to the needs of particular audiences

**Through direct teaching and a range of strategies such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils should be actively engaged in learning:**

### AT1 Learning about religion

- 4.1 to investigate, study and interpret significant religious issues which can either be philosophical and/or ethical issues, including the study of religious beliefs and teachings and a variety of interpretations of these;
- 4.2 to think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions.

### AT2 Learning from religion

- 4.3 to reflect on, express and justify their own opinions, values and attitudes in light of their learning about religion and their study of religious, moral and spiritual questions, which can be philosophical and/or ethical in nature;
- 4.4 to relate their learning in Religious Education to the wider world, gaining a sense of personal autonomy in preparation for adult life;
- 4.5 to develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, problem-solving, communication, tolerance and sensitivity for working in a multicultural society.

Throughout this phase, pupils analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and beliefs. They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religions in the world.

## Post - 16 Religious Education

**Minimum time allocation: 10 hours per year.**

This may include RE visits, visitors to RE lessons and RE curriculum days but does not include:

- collective worship time
- school productions/rehearsal time
- celebration assemblies

### Principles

- schools must provide Religious Education as an entitlement to every student in accordance with legal requirements.
- Religious Education is a statutory subject for all registered pupils, including pupils in the school sixth form, except those withdrawn by their parents, or, in the case of post-16 pupils, who have chosen to withdraw themselves. It must be made available in sixth-form colleges to pupils who wish to take it. Although it is not a requirement in colleges of further education, similar arrangements should apply.
- Religious Education must be taught according to the locally Agreed Syllabus or faith community guidelines, which often specify accredited courses as the programme of study in Religious Education at post-16.
- while there is no legal requirement that pupils must sit public examinations, pupils deserve the opportunity to have their learning in the statutory subject of Religious Education accredited. Accreditation can be through courses leading to the qualifications with the title 'Religious Studies' and/or other approved courses that require the study of religion and ethics.
- schools in Hertfordshire will need to allocate funds to their Religious Education departments for the provision of adequate specialist staffing and resources. Individual schools will need to devise appropriate programmes of study and methods of delivery.
- schools or consortia of schools must offer AS/A2 Levels in Religious Studies as an examination option and must provide it for viable groups of pupils who wish to take it.

- Pupils must spend at least 10 hours per year studying RE in the Sixth Form.

This may be:

- as part of a General Studies course (this will be mainly through the Cultural domain, but may appear in the other domains)
- as part of the skills development for the extended project qualification (EPQ)
- through a speaker and subsequent debate
- through pupils attending an RE conference
- through a focused RE day or half day
- through an interactive visit
- through vocational links including work experience and work shadowing e.g. understanding Islamic banking or shadowing a Christian youth worker.
- the RE element in each case must be identified clearly.
- teachers should be aware that a course which deals with moral issues solely outside the religious context will not satisfy the principles and aims of this Agreed Syllabus.



## Planning

**For pupils not following a Religious Education/Philosophy and Ethics syllabus schools must ensure that:**

Pupils follow a course which includes at least one unit of study from each of the following 3 dimensions:

### Expressing the spiritual

- myth, symbol and story
- religion and the arts
- religion and literature
- ritual and world cultures

### Living and believing

- fundamentalism
- liberation theology
- radicals and reformers
- religion as a cause of conflict and conciliation
- religion and the environment
- religion and politics
- religion and race
- religion and warfare
- specific moral issues (e.g. cloning)

### Thinking

- arguments for and against the existence of God
- atheism
- freewill and determinism
- the mind/body problem
- the problem of evil and suffering
- rights and responsibilities

## The eight level scale of attainment

The attainment targets for Religious Education in Hertfordshire set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key Stages 1, 2 and 3. The level descriptions outline the types and range of performance that pupils working at a particular level should characteristically demonstrate.

This eight level scale has been devised taking account of the level descriptors provided in the non-statutory framework for Religious Education.

Teachers will wish to use this scale for a variety of purposes including:

- to help with the setting of learning objectives and developing success criteria;
- to assist in setting tasks which are appropriate for the ability level of pupils;
- in assessing pupils' levels of attainment at the end of a Key Stage;
- in reporting to parents either in terms of a level, if it is felt to be appropriate, or in using some of the terminology drawn from the level statements.

The two attainment targets, learning about religion and learning from religion are closely related and neither should be taught in isolation. Therefore, assessment needs to take place in relation to both attainment targets.

The level descriptions provide the basis to make judgements about pupils' performance at the end of Key Stages 1, 2 and 3. In the EYFS, children's attainment is assessed in relation to the early learning goals. At Key Stage 4 national qualifications are the main means of assessing attainment in Religious Education.

In deciding on a pupil's level of attainment at the end of a Key Stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

	The majority of pupils will work within these ranges		Expected attainment for the majority of pupils at the end of the Key Stage
Key Stage 1	Levels 1 – 3	At age 7	2
Key Stage 2	Levels 2 – 5	At age 11	4
Key Stage 3	Levels 3 – 7	At age 14	5/6

Level 8 is available for very able pupils and, to help teachers differentiate exceptional performance at Key Stage 3, a description above Level 8 is provided.

Not all aspects of Religious Education can be assessed and it is inappropriate to try to assess some outcomes. The areas indicated in the scale are those where it is agreed progression may be tracked in a consistent and useful way.

The level descriptions have been presented in three different formats. All identify the two attainment targets. The first is in prose form whilst the second format separates the levels into a grid, detailing Attainment Targets and the Six Key Areas. The third is presented as "pupil friendly" levels for use in target setting and assessment with pupils.

# The eight level scale of attainment (prose format)

## EYFS

### AT1

Pupils listen and **respond** to religious stories. **Communicate through talk or gesture about** a range of special objects/places/people/practices. They **use** some basic religious vocabulary that reflects the breadth of their experience.

### AT2

Pupils **show** awareness of things and people that matter to them and link this to learning in RE. They **show** curiosity and interest in the world around them. They **understand** what is right, what is wrong and why.

## Level 1

### AT1

Pupils **recount** elements of religious stories. They **recognise** religious objects/places/people/practices and **recognise** some religious symbols. They **use** some religious vocabulary correctly.

### AT2

Pupils **express** their own experiences and feelings, **recognising** what is important in their own lives. They **recognise** interesting/puzzling aspects of life. In relation to matters of right and wrong, **express** what is of value and concern to themselves and others.

## Level 2

### AT1

Pupils **describe some** religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. They **describe some** religious objects/places/people and practices. Begin to be aware of similarities in religions. Pupils begin to **suggest meanings** for **some** religious actions and symbols. They **describe** how religious belief is expressed in different ways.

### AT2

They **describe** and **respond** sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning. They **ask questions** about puzzling aspects of life and experience and **suggest answers**, including religious ones. They **recognise and describe** some religious values in relation to matters of right and wrong and **make links** between these and their own values.

## Level 3

### AT1

Pupils **develop** religious and moral vocabulary to **describe** key features and **know** beliefs, ideas and teachings for some religions. They **know** the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. They begin to **identify** the **impact** of religious teachings, including the effect sacred texts have on believers' lives. **Identify** religious symbols and symbolic actions.

### AT2

Pupils **recognise** what influences them in their lives. **Identify** the influence religion has on lives, cultures and communities including their own. They **identify ultimate questions** and **recognise** that there are no universally agreed answers to these. They **recognise** and begin to **ask** important questions about how religious and moral values, commitments and beliefs can influence behaviour.

## Level 4

### AT1

Using appropriate religious and moral vocabulary pupils **identify** and **describe** key features of religions, including beliefs, teachings and their **meaning**. Pupils **identify** and **describe** similarities and differences in religious practices and lifestyles both within and between religions. They **describe** the meaning of religious symbols and symbolic actions and **show understanding** that symbols may be interpreted in different ways both within and between religions.

### AT2

Pupils **ask** questions of identity and belonging and **suggest own answers** about the significant experiences of others, including religious believers. Pupils **raise questions** and **suggest** religious, philosophical and moral **answers** to a range of ultimate questions. They **ask questions** about matters of right and wrong and **suggest answers** which show **understanding** of a range of moral and religious teachings.

## Level 5

### AT1

Pupils begin to **use some philosophical language** and an **increasingly wide** religious and moral vocabulary to **explore** and **suggest some reasons** for the similarities and differences in beliefs and teachings both within and between religions. Pupils **explain** how religious beliefs and ideas influence practices and lifestyles. They **explore** how these beliefs and ideas lead to diverse practice both within and between religions. They **explain** the reasons for diverse forms of expression in religious teachings, including sacred texts both within and between religions.

### AT2

Pupils **explore** and **suggest reasons for** their own and other people's views, including religious ideas about human identity and experience. They **explain** their own philosophical, moral and/or religious responses to a range of ultimate questions. They **explore** the views of others including different religious perspectives. Pupils **explain**, with reasons, religious views about moral and ethical issues. They **explore** their own views and those of others in relation to these issues.

## Level 6

### AT1

Using religious, moral and philosophical vocabulary, pupils **analyse** the reasons for differences in beliefs, teachings and practices both within and between religions. They **analyse** and **interpret** the significance of different forms of religious expression, including sacred texts.

### AT2

Pupils **analyse** the **impact** of the teachings and experiences of inspirational people of faith on their own and others' lives. **Reflect** on how this influences feelings of identity and experience. They **analyse** the reasons why different people might hold different beliefs about a range of ultimate questions, moral and ethical issues, within religious and non-religious communities and give their own opinion.

## Level 7

### AT1

Using a wide range of religious, moral and philosophical vocabulary, pupils **evaluate** religious beliefs, ideas and practices including the significance of religion in the world today. They **demonstrate** a historical and cultural understanding of how interpretations of sacred texts and symbolism have developed.

### AT2

Pupils **compare, contrast and evaluate** religious and non-religious views, including their own about human identity and experience using appropriate evidence and examples. They **compare, contrast and evaluate** religious and non-religious perspectives, including their own views on a range of ultimate questions, moral and ethical issues using appropriate evidence and examples.

## Level 8

### AT1

Using comprehensive religious, moral and philosophical vocabulary, pupils reach **well-argued conclusions** about the links between religious beliefs, practices and ideas. They **critically evaluate** interpretations of religion with reference to historical, cultural, social and philosophical contexts.

### AT2

Pupils **coherently analyse** and fully justify their own and others' views on human identity and experience evaluating examples from a range of different religions and non-religious world views. Pupils **synthesise** a range of evidence, arguments, reflections and examples, fully **justifying** their own views and ideas. **They critically evaluate** religious and non-religious perspectives in relation to a range of ultimate questions, moral and ethical issues.

## Exceptional performance

### AT1

Using a complex religious, moral and philosophical vocabulary, pupils demonstrate an **understanding** of the nature of faith and belief. They **critically evaluate** the importance of religious diversity in a pluralistic society. They **analyse** the extent to which the impact of religion and beliefs on different communities and societies have changed over time. Pupils **evaluate** how religious, spiritual and moral sources are interpreted in different ways and provide insights into the principal methods by which religion and spirituality are studied. They **synthesise** the varied forms of religious, spiritual and moral expression.

### AT2

Pupils **analyse** and **synthesise** a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments and make **reasoned judgements** about their significance. They give **independent**, well-informed and highly reasoned **insights** into their own and others' perspectives on religious, ethical, moral and spiritual issues, providing substantiated and balanced conclusions.



## The eight level scale of attainment in grid format

In order to meet the statutory requirement of this Agreed Syllabus schools must ensure that pupils have learned about and from:

- Christianity at each Key Stage;
- the six principal religions through the EYFS and Key Stages 1 and 2;
- the six principal religions in greater depth through Key Stages 3 and 4 and post-16

Level	AT1 Learning about religion knowledge and understanding of			AT2 Learning from religion response, reflection, evaluation and application to questions of		
	Beliefs and teachings (stories, religious leaders, similarities and differences)	Religious practices and lifestyles (linking religious people, artefacts, places, actions)	Ways of expressing meaning (symbolism and forms of religious and spiritual expression, including sacred texts)	Human identity, personality and experience (belonging and shared experiences)	Questions of meaning and purpose (ultimate questions and making sense)	Values and commitments (morality)
EYFS	Listen and respond to religious stories.	<b>Communicate through talk or gesture</b> about a range of special objects/places/people/practices.	<b>Use some basic</b> religious vocabulary that reflects the breadth of their experience.	<b>Show awareness of</b> things and people that matter to them and link this to learning in RE.	<b>Show curiosity and interest</b> in the world around them.	<b>Understand what is right, what is wrong and why.</b>

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L1	<b>Recount</b> elements of religious stories.	<b>Recognise</b> religious objects/places/people/practices.	<b>Recognise some</b> religious symbols and use some religious vocabulary correctly. Begin to <b>suggest meanings for some</b> religious actions and symbols. <b>Describe</b> how religious belief is expressed in different ways.	<b>Express</b> their own experiences and feelings, <b>recognising</b> what is important in their own lives. <b>Describe and respond</b> sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.	<b>Recognise</b> interesting/puzzling aspects of life. <b>Ask questions</b> about puzzling aspects of life and experience and <b>suggest answers</b> , including religious ones.	In relation to matters of right and wrong, <b>express</b> what is of value and concern to themselves and others. <b>Recognise and describe</b> some religious values in relation to matters of right and wrong. <b>Make links</b> between these and their own values.
L2	<b>Describe some</b> religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.	<b>Describe some</b> religious objects/places/people and practices. Begin to be aware of similarities in religions.	Begin to <b>identify the impact</b> of religious teachings, including the effect sacred texts have on believers' lives. <b>Identify</b> religious symbols and symbolic actions.	<b>Recognise what</b> influences them in their lives. <b>Identify the</b> influence religion has on lives, cultures and communities including their own.	<b>Identify ultimate questions and recognise</b> that there are no universally agreed answers to these.	<b>Recognise and begin to ask important</b> questions about how religious and moral values, commitments and beliefs can influence behaviour.
L3	<b>Develop</b> religious and moral vocabulary to <b>describe</b> key features and <b>know</b> beliefs, ideas and teachings for some religions.	<b>Know</b> the function of objects/places/people within religious practices and lifestyles. <b>Begin to recognise</b> key similarities and differences.				

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L4	Using appropriate religious and moral vocabulary, <b>identify</b> and <b>describe</b> key features of religions, including beliefs, teachings and their <b>meaning</b> .	<b>Identify</b> and <b>describe similarities and differences in</b> religious practices and lifestyles both within and between religions.	<b>Describe</b> the meaning of religious symbols and symbolic actions. <b>Show understanding</b> that symbols may be interpreted in different ways both within and between religions.	<b>Ask</b> questions of identity and belonging and <b>suggest own answers</b> about the significant experiences of others, including religious believers.	<b>Raise questions</b> and <b>suggest</b> religious, philosophical and moral <b>answers</b> to a range of ultimate questions.	<b>Ask questions</b> about matters of right and wrong and <b>suggest answers</b> which show <b>understanding</b> of a range of moral and religious teachings.
L5	Begin to <b>use some philosophical language</b> and an <b>increasingly wide</b> religious and moral vocabulary to <b>explore</b> and <b>suggest some reasons</b> for the similarities and differences in beliefs and teachings, both within and between religions.	<b>Explain</b> how religious beliefs and ideas influence practices and lifestyles. <b>Explore</b> how these beliefs and ideas lead to diverse practice, both within and between religions.	<b>Explain</b> the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.	<b>Explore</b> and <b>suggest reasons for</b> their own views, including religious ideas about human identity and experience.	<b>Explain</b> their own philosophical, moral and/or religious responses to a range of ultimate questions. <b>Explore</b> the views of others including different religious perspectives.	<b>Explain</b> , with reasons, religious views about moral and ethical issues. <b>Explore</b> their own views and those of others in relation to these issues.

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L6	Using religious, moral and philosophical vocabulary <b>analyse</b> the reasons for differences in beliefs, teachings and practices both within and between religions.		<b>Analyse</b> and <b>interpret</b> the significance of different forms of religious expression, including sacred texts.	<b>Analyse</b> the <b>impact</b> of the teachings and experiences of inspirational people of faith on their own and other's lives. <b>Reflect</b> on how this influences feelings of identity and experience.	<b>Analyse</b> the reasons why different people might hold different beliefs about a range of ultimate questions, moral and ethical issues, within religious and non-religious communities and give their own opinion.	
L7	Using a wide range of religious, moral and philosophical vocabulary, <b>evaluate</b> religious beliefs, ideas and practices including the significance of religion in the world today.		<b>Demonstrate</b> a historical and cultural understanding of how interpretations of sacred texts and symbolism have developed.	<b>Compare, contrast and evaluate</b> religious and non-religious views, including their own, about human identity and experience using appropriate evidence and examples.	<b>Compare, contrast and evaluate</b> religious and non-religious perspectives, including their own views on a range of ultimate questions, moral and ethical issues using appropriate evidence and examples.	

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
L8	Using comprehensive religious, moral and philosophical vocabulary, reach <b>well-argued conclusions</b> about the links between religious beliefs, practices and ideas.	Using comprehensive religious, moral and philosophical vocabulary, reach <b>well-argued conclusions</b> about the links between religious beliefs, practices and ideas.	<b>Critically evaluate</b> interpretations of religion with reference to historical, cultural, social and philosophical contexts.	<b>Coherently analyse</b> and fully justify their own and others' views on human identity and experience, evaluating examples from a range of different religions and non-religious world views.	<b>Synthesise</b> a range of evidence, arguments, reflections and examples, fully <b>justifying</b> their own views and ideas. <b>Critically evaluate</b> religious and non-religious perspectives in relation to a range of ultimate questions, moral and ethical issues.	
EP	Using a complex religious, moral and philosophical vocabulary, demonstrate an <b>understanding</b> of the nature of faith and belief. <b>Critically evaluate</b> the importance of religious diversity in a pluralistic society. <b>Analyse</b> the extent to which the impact of religion and beliefs on different communities and societies have changed over time. <b>Evaluate</b> how religious, spiritual and moral sources are interpreted in different ways and provide insights into the principal methods by which religion and spirituality are studied. <b>Synthesise</b> the varied forms of religious, spiritual and moral expression.	Using a complex religious, moral and philosophical vocabulary, demonstrate an <b>understanding</b> of the nature of faith and belief. <b>Critically evaluate</b> the importance of religious diversity in a pluralistic society. <b>Analyse</b> the extent to which the impact of religion and beliefs on different communities and societies have changed over time. <b>Evaluate</b> how religious, spiritual and moral sources are interpreted in different ways and provide insights into the principal methods by which religion and spirituality are studied. <b>Synthesise</b> the varied forms of religious, spiritual and moral expression.		<b>Analyse</b> and <b>synthesise</b> a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth and values and commitments and make <b>reasoned judgements</b> about their significance. Give <b>independent</b> , well-informed and highly reasoned <b>insights</b> into their own and others' perspectives on religious, ethical, moral and spiritual issues, providing substantiated and balanced conclusions.		

# Pupil-friendly target statements in line with 8 level scale of attainment

## EYFS

### AT1

- respond to a religious story
- communicate about special objects, places, people and the things they do
- use some religious words about experiences

### AT2

- say who and what matters to me
- show curiosity in the world around me
- show some understanding of right and wrong

## Level 1

### AT1

- remember a religious story and talk about it
- recognise objects, places, people and the things they do that are special to some religions
- recognise some religious symbols and use some words about religions when talking or writing

### AT2

- say what is important to me and how I feel
- talk about things that I find puzzling or interesting in my life
- talk about some things that are right and some things that are wrong

## Level 2

### AT1

- describe some things that religious people believe about God
- tell a religious story using some religious words
- describe some objects, places, people and the things they do that are special to some religions
- talk about some of the things religious people do and what these things mean
- say what some religious symbols mean

### AT2

- talk about things that have happened to people and how it made them feel
- talk about things that have happened to me and how it made me feel
- ask questions about things that I find puzzling or interesting in my life and suggest some answers, including religious ones
- say what I think is right and wrong and what other people think is right and wrong

### Level 3

#### AT1

- describe some of the main ideas about religions using key religious words
- know what some religious objects are used for, what happens in some religious places and what some religious people do
- recognise some key similarities and differences within and between religions
- recognise how some people live because of their religion and understand some of the special things they do

#### AT2

- say what has happened to me and other people and how this influences how we behave and what we do
- identify questions which have no definite answers
- recognise that people can behave in a certain way because of what they believe

### Level 4

#### AT1

- identify and describe the important features of some religions using the correct religious vocabulary
- describe things that a religious person might do and what they mean
- point out some religious practices which are the same and some which are different both within the same religion and between different religions

#### AT2

- ask questions about things which are important to others, including religious people, and give my own answers
- think of questions which do not have a definite answer and suggest some answers of my own and some answers from religions
- ask questions about what is right and wrong and give answers which show that I understand some religious and moral teachings about this

## Level 5

### AT1

- look at the beliefs and teachings of different religions and begin to explain that there are some things the same and some differences between them
- select and use the correct religious vocabulary and use some philosophical language
- explain the way believers express their beliefs and ideas
- explain the link between beliefs, ideas and practices and the way people behave

### AT2

- use what I have learned to compare my identity and experiences with those of others including religious believers
- explain my own and other people's views about ultimate questions
- explain with reasons my own views and those of other people, including religious believers, about moral and ethical issues

## Level 6

### AT1

- show my understanding of the reasons for similarities and differences in beliefs and teachings between and within religions
- select and use suitable religious and philosophical vocabulary
- show my understanding of religious practices, beliefs and experiences and the links between them

### AT2

- relate the teaching and experience of different inspirational people of faith to my own and others' lives
- analyse the reasons why people, including religious believers, might believe different things about ultimate questions and moral and ethical issues

## Level 7

### AT1

- evaluate different religious beliefs, ideas and practices
- use a wide range of religious and philosophical vocabulary accurately
- offer an evaluation of the significance of religion in the world
- show a clear understanding of how interpretations of sacred texts and symbolism have developed over time

### AT2

- compare and contrast different religious and non-religious views, including my own, on what makes up a person's identity
- compare, contrast and evaluate different religious and non-religious views, including my own, on a range of ultimate questions and ethical issues and give reasons and examples to illustrate what I think the best ideas are



## Level 8

### AT1

- reach well-argued conclusions about the links between religious beliefs, practices and ideas
- use comprehensive religious, moral and philosophical vocabulary
- evaluate how different people and communities can interpret sacred text and religious symbols differently

### AT2

- present my well-informed point of view on what makes up a person's identity and what forms their experience
- argue my case in relation to different religious and non-religious views and feelings
- present a well-argued evaluation and justification of religious and non-religious views, including my own, about a range of ultimate questions
- use appropriate evidence and examples to support my arguments

## Exceptional performance

### AT1

- use expert religious, moral and philosophical vocabulary to show that I understand the nature of faith and belief
- give a clear and cohesive evaluation of a range of key religious beliefs, practices and ideas
- assess the importance for believers of religious practices, beliefs and ideas and how this has changed over time
- offer a well-argued evaluation of some of the issues which may be raised in a religiously diverse society
- bring together ideas about varied forms of religious, spiritual and moral expression

### AT2

- give an in-depth analysis of a wide range of points of view on questions of identity and belonging and make reasoned judgements about the significance of these views
- identify a range of views about the nature of reality and existence and explain their significance, including the context in which they are presented
- give independent, well-informed and highly reasoned insights into my own and others' perspectives on religious, ethical, moral and spiritual issues, providing detailed and balanced conclusions

# Acknowledgements

## Members of the Agreed Syllabus Conference

### Group A: Christian denominations and other religions/religious denominations

Rev John Fellows	Free Church
Sadiq Haq	Muslim Community
Krishnavesha Dasi	Hindu Community
Gulzar Sahota	Sikh Community
Angharad Little	Free Church
Gill Williamson	Buddhist Community
Rabbi Meir Salasnik	Jewish Community
Margaret Steed	Catholic Church

### Group B: The Church of England

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Andrew Wellbeloved	Diocese of St Albans

### Group C: Teachers Associations

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Janet Monahan	University of Hertfordshire
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### Group D: The Authority

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Peter Ruffles	County Councillor
Terry Douris	County Councillor
Caroline Clapper	County Councillor
Frances Button	County Councillor

### Co-opted Members

Juliet Lyal	Infant School Teacher
Michael Shaw	Jewish Community
Shelagh Webster	Primary Headteacher (Retired)
Sally Spear	Bahai Community

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## Appendix 1 - Hertfordshire P Levels

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate.

From Level P4 to P8, it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in RE. Levels P4 to P5 are identical to the QCA guidelines whilst Levels P6 to P8 have been further developed in line with the requirements of the Hertfordshire Agreed Syllabus to avoid overlap with the 8 level scale of attainment. RE subject leaders and headteachers should exercise their professional judgement about which P level best summarises pupil performance.

Further guidance on planning, teaching and assessing RE for pupils with learning difficulties can be found in the QCA publication "Planning, teaching and assessing the curriculum for pupils with learning difficulties - Religious Education" - order reference QCA/01/750

**P1 (i)** - pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

**P1 (ii)** - pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, becoming still in response to silence*. They may give intermittent reactions, *for example, vocalising occasionally during group celebrations and acts of worship*.

**P2 (i)** - pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, briefly looking around in unfamiliar natural and man-made environments*. They begin to show interest in people, events and objects, *for example, leaning towards the source of a light, sound or scent*. They accept and engage in coactive exploration, *for example, touching a range of religious artefacts and found objects in partnership with a member of staff*.

**P2 (ii)** - pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing that they have enjoyed an experience or interaction*. They recognise familiar people, events and objects, *for example, becoming quiet and attentive during a certain piece of music*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, repeating a simple action with an artefact*. They cooperate with shared exploration and supported participation, *for example, performing gestures during ritual exchanges with another person performing gestures*.

- P3 (i)** - pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, prompting a visitor to prolong an interaction*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, stroking or shaking artefacts or found objects*. They observe the results of their own actions with interest, *for example, when vocalising in a quiet place*. They remember learned responses over more extended periods, *for example, following a familiar ritual and responding appropriately*.
- P3 (ii)** - pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting an adult to sing or play a favourite song*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, celebrating the achievements of their peers in assembly*. They may respond to options and choices with actions or gestures, *for example, choosing to participate in activities*. They actively explore objects and events for more extended periods, *for example, contemplating the flickering of a candle flame*. They apply potential solutions systematically to problems, *for example, passing an artefact to a peer in order to prompt participation in a group activity*.
- P4**
- AT1** - pupils use single elements of communication, *for example, words, gestures, signs or symbols to express their feelings about religious stories or activities*
- pupils join in with religious activities by initiating ritual actions or sounds
- AT2** - pupils demonstrate an appreciation of stillness and quiet
- pupils begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing*
- P5**
- AT1** - pupils respond appropriately to simple questions about familiar religious events or experiences
- pupils respond to a variety of new religious experiences, *for example, involving music, drama, colour lights, food or tactile objects*
- AT2** - pupils are able to take part in activities involving two or three other learners
- pupils may engage in moments of individual reflection

## P Levels 6- 8 can be divided into the six key areas of Religious Education

Level	Beliefs and teachings	Religious practices and lifestyles	Ways of expressing meaning	Human identity, personality and experience	Questions of meaning and purpose	Values and commitments
P6	Listen to key religious stories, poems and music.	Begin to recognise key religious objects.	Communicate and express their feelings using different mediums such as drama, art and music.	Recognise a range of emotions and response to various stimuli.	Begin to explore natural objects with interest.	Begin to understand that people have needs, which need to be respected.
P7	Listen to and follow religious stories.	Begin to recognise key religious objects and places.	Communicate, in simple phrases, their ideas and feelings in response to religious experiences or stories.	Begin to understand what makes them happy, sad, excited or lonely.	Show interest in and curiosity about their immediate environment.	Begin to be aware of their own influence on events and other people.
P8	Respond to religious stories or to people talking about religion.	Recognise key religious objects, places, people and practices.	Recognise some key religious vocabulary in religious stories they have heard.	Begin to communicate their feelings about what or who is special to them, for example using role-play.	Show interest in and curiosity about the world outside their own environment.	Demonstrate a basic understanding of what is right and wrong in familiar situations.

## Appendix 2 - RE Audit in the Early Years Foundation Stage

Setting: ..... Date: ..... Staff member: .....

	Always	Sometimes	Rarely
Do we gather appropriate family background information e.g. how to pronounce the child's name, whether the child has a 'pet' name, parents' home language/s, parents' understanding and spoken use of English, family religion (including festivals celebrated), etc?			
Do we gather information about children's previous experiences e.g. home languages, ethnic background, previous settings, interests, etc?			
Do we offer a welcoming and inclusive environment that reflects diversity of culture and religion?			
Do children have regular use of materials drawn from a range of cultures and faith communities e.g. dressing up clothes, books, cooking utensils, etc.?			
Do our displays, small world resources, dolls and books show diversity in a non-stereotypical way e.g. that reflects a person's daily life, in a range of work roles?			
Do we encourage all children to feel self-confident, proud of their culture and/or religion, without feeling better than others and their religion(s)?			
Do we acknowledge and celebrate the cultures of all our children?			
Do we give children everyday opportunities to explore religious diversity e.g. faith symbols, religious artefacts evident in practice, open discussion about dietary needs associated with religious practice at snack times/meal times?			
Do we invite parents, families and community groups to share their knowledge and skills in celebrating religious practice and ensuring our resources are appropriate?			
Do we intervene appropriately if we observe children and/or adults showing prejudice in our setting?			
Do we regularly reflect on our practice and seek help and support where relevant e.g. Faith Communities Directory, CSS schools, Children's Centre and extended schools communities?			
Do we build awareness, understanding and respect for all faiths and none into our planning?			

## Religious Education

All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability, should have the opportunity to experience a challenging and enjoyable programme of learning and development.



### Statutory guidance

The statutory requirements for RE are set out in the Hertfordshire Agreed Syllabus for Religious Education 2012-2017.

Religious Education is statutory for all pupils registered on the school roll.

Providers should obtain, record and act on information from parents about a child's dietary needs (Revised EYFS Statutory Framework pg 22).

Providers have a responsibility to ensure positive attitudes to diversity and difference – not only so that every child is included and not disadvantaged, but also that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

### Specific legal requirements

All providers **must** have, and implement, an effective policy about ensuring equality of opportunities.

Providers **must** have effective systems to ensure that the individual needs of all children are met.

Providers **must** promote equality of opportunity and anti-discriminatory practice and must ensure that every child is included and not disadvantaged because of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability.

(Revised EYFS Statutory Framework pg 26, Herts Agreed Syllabus pg 10).

### Principles into practice cards

- 1.2 Inclusive practice
- 2.2 Parents as partners
- 3.4 The wider community





## Evidence of effective practice

1. Encourage children to recognise their own unique qualities and the characteristics they share with other children.
2. Children responding positively to difference and asking ultimate questions.
3. A welcoming environment, including positive images of diversity of faith.
4. Practitioners challenging inappropriate attitudes and practices in both adults and children.



## Written evidence

Information about how the individual needs of all children will be met.  
 Arrangements for reviewing, monitoring and evaluating the effectiveness of RE in the EYFS through good observation assessment.  
 Evidence of observations feeding into next steps in planning.  
 Next steps referencing EYFS, RE programme of study, (p56).  
 Exemplification using EYFS learning journey format.  
 (plus SEN information, Revised EYFS Statutory Framework p26).



## Reflecting on practice

How do you help children value diversity and differences, and all faiths or none?

How do you challenge inappropriate attitudes and practices in both adults and children?

How do you encourage children, families and staff to value and respect each others' beliefs?

How would a family arriving at your setting know that all children are welcomed and valued?

## Appendix 3 - Planning charts

### Programme of study – planning chart: EYFS

Children should have opportunities to:	N	R
	✓	✓
F1: listen and respond to a range of faith stories in a variety of ways; (understanding the world: people and communities)		
F2: explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and the value of others; Children should explore how people know that they belong to family and other groups, including religious groups; (PSE: making relationships self – confidence and self-awareness, managing feelings and behaviour)		
F3: learn about key figures in their own lives and key members of a local religious group; (understanding of the world: people and communities)		
F4: hear and use some basic religious vocabulary in context of their experiences; (communication and language: speaking)		
F5: explore local places which are important for people, including at least one place of significance, for a religious family. They should share their own experiences of places which are special to them; (understanding the world: people and communities)		
F6: share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities; (understanding the world: people and communities, PSE: making relationships, self-confidence and self-awareness, managing feelings and behaviour)		
F7: experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed; (understanding the world: the world, expressive arts and design: being imaginative)		
F8: understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others. (PSE: making relationships, managing feelings and behaviour)		

## Programme of study – planning chart: Key Stage 1

Pupils should be taught:	Yr 1	Yr 2
	✓	✓
<b>AT1</b>		
1.1 about some of the beliefs people hold, including belief in God/gods;		
1.2 to recognise some of the groups to which they belong in their home and school life and what makes these groups special. They should listen to and talk with people who belong to a faith community about how belonging affects their life;		
1.3 about special books, both personal and religious, hear a range of stories from them and talk about their meanings;		
1.4 about authority figures who influence their lives and find out about religious leaders and their work within local faith communities;		
1.5 about, preferably through a visit, at least one place of religious importance;		
1.6 about, and where appropriate, handle some of the items of significance used in religious worship and lifestyle, exploring how they are used and begin to show awareness of similarities in religions;		
1.7 some basic vocabulary used in a religious context;		
1.8 about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration/s and the importance for those participating;		
1.9 about how and why symbols express religious meaning;		
1.10 to explore how religious beliefs and ideas can be expressed through the arts.		
<b>AT2</b>		
1.11 about relationships, considering their own experiences, including challenging times;		
1.12 some stories told in different religious traditions about the natural world: considering some of the questions raised to which there may be no universally agreed answers;		
1.13 about how and why religious people show care and concern for humanity;		
1.14 to recognise how people are thankful for the earth's resources;		
1.15 to reflect on how spiritual and moral values influence their behaviour, choices and those of others.		

## Programme of study – planning chart: Key Stage 2

Pupils should be taught:	Yr3	Yr4	Yr5	Yr6
	✓	✓	✓	✓
<b>AT1</b>				
2.1 to describe the key aspects of religions and traditions that influence the beliefs and values of others;				
2.2 to use key religious vocabulary in communicating their knowledge and understanding;				
2.3 about stories of the lives of key religious people, the significance of these in their own lives and in the lives of believers today;				
2.4 about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods;				
2.5 to identify and begin to describe the similarities and differences within and between religions;				
2.6 to investigate the significance of religion in the local, national and global communities;				
2.7 to use and interpret information about religions from a range of sources;				
2.8 about the way in which expressive and visual arts are significant to the practices and lifestyles of religious believers;				
2.9 the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship;				
2.10 about the roles and responsibilities of authority figures within their own lives and of religious leaders in different faith communities;				
2.11 about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups;				
2.12 how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities;				
2.13 about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance;				
2.14 about religious festivals which share common themes, but which have meaning unique to each faith;				
2.15 about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts;				

Pupils should be taught:	Yr3	Yr4	Yr5	Yr6
	✓	✓	✓	✓
AT2				
2.16 about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others;				
2.17 to participate in periods of stillness and quiet thought and, where appropriate, to express personal reflections and emotions;				
2.18 that there are important landmarks in life, both religious and non-religious;				
2.19 to understand what it means to belong to groups and how believers demonstrate commitment to a faith group;				
2.20 to develop their sense of curiosity about life, death, relationships and the natural world and express personal opinions;				
2.21 the difference between ultimate and non-ultimate questions including raising questions, suggesting answers and understanding that religions may give followers the answers to some of the mysteries of life;				
2.22 about the relationship between humans, their environment and other living creatures, including examples of religious teaching and practice;				
2.23 to reflect on ideas of right and wrong and their own and others' responses to them;				
2.24 about religious codes of conduct and rules of living, considering the effect of these on daily life;				
2.25 examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.				

## Programme of study – planning chart: Key Stage 3

Pupils should be taught:	Yr7	Yr8	Yr9
	✓	✓	✓
<b>AT1</b>			
3.1 about the variety of beliefs and teachings from the six principal religions;			
3.2 to use a wide range of key religious and moral vocabulary;			
3.3 about believers' understanding of the nature of God/gods;			
3.4 about the significance of and beliefs behind the main acts of worship;			
3.5 about the similarities and differences both within and between religions in relation to practices and lifestyles;			
3.6 about the beliefs and teachings of key religious figures (both founders and modern) and the impact they have as sources of authority and how they inspire religious communities today;			
3.7 about the way in which belonging to a religion affects a believer's lifestyle;			
3.8 about the variety of beliefs relating to the significance of pilgrimages both within and between religions;			
3.9 about the deeper symbolic meaning contained within sources, including sacred texts, places of worship, artefacts and art;			
3.10 about the underlying beliefs behind religious festivals and celebrations, both within and between religions, and their impact;			
3.11 about the nature of sacred texts, their interpretation and their impact on the lives of believers;			
3.12 about different forms of expressing beliefs and teachings (including worship and/or meditation) within and between religions;			

Pupils should be taught:	Yr7	Yr8	Yr9
	✓	✓	✓
AT2			
3.13 interpret a variety of forms of religious and spiritual expression;			
3.14 about different kinds and uses of authority and inspiration and the sources of these within their own lives;			
3.15 about different forms of commitment within families and religious groups, the notion of vocation and the teachings and moral principles upon which these are based;			
3.16 to recognise their own thoughts and feelings on the cycle of life and religious responses to this;			
3.17 how philosophical questions about the origins of the universe are answered by religion and science; to evaluate and debate the relationship between the two;			
3.18 to explore responses to ultimate questions including religious and non-religious beliefs teachings and ideas;			
3.19 to explore and acknowledge the basis of their own beliefs and values;			
3.20 about the moral and ethical issues raised by the ways in which human beings use the earth's resources and explore a range of religious and personal responses to these issues;			
3.21 about issues relating to fairness, justice and duty, within society and the world;			
3.22 about a variety of types of prejudice and discrimination that affect relationships between individuals and groups and ways of counteracting these effects.			







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