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| **Agreed Syllabus for Religious Education Derbyshire and Derby City 2020–2025** | **The Derbyshire and Derby City Agreed Syllabus for Religious Education Aims:**  The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.  The threefold aim of RE elaborates the principal aim The curriculum for RE aims to ensure that all pupils:   1. Know about and understand a range of religions and worldviews, so that they can:   • describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals  • identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom2 found in religions and worldviews  • appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.   1. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:   • explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities  • express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues  • appreciate and appraise varied dimensions of religion.   1. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:   • find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively  • enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all  • articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.  **In Foundation Stage**  Pupils should be taught to:   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.   **In Key Stage 1**  Pupils should be taught to:  Know about and understand a range of religions and worldviews.   * Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. * Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. * Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.   Express ideas and insights about the nature, significance and impact of religions and worldviews.   * Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. * Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. * Notice and respond sensitively to some similarities between different religions and worldviews.   Gain and deploy the skills needed to engage seriously with religions and worldviews.   * Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. * Find out about and respond with ideas to examples of cooperation between people who are different. * Find out about questions of right and wrong and begin to express their ideas and opinions in response.   **In Key Stage 2**  Pupils should be taught to:  Know about and understand a range of religions and worldviews.   * Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. * Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. * Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.   Express ideas and insights about the nature, significance and impact of religions and worldviews.   * Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. * Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. * Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.   Gain and deploy the skills needed to engage seriously with religions and worldviews.   * Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. * Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. * Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. | | | | | | |
|  | ***Nursery Theologist*** | ***Reception Theologist*** | | ***Year 1 Theologist*** | | ***Year 2 Theologist*** | |
| **Progression and Assessment Criteria** | ***Understanding the World***   * + ***Continue to develop positive attitudes about the differences between people.***   + *Ensure that resources reflect the diversity of life in modern Britain.*   + *Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.*   + *Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types.*   + *Celebrate and value cultural, religious and community events and experiences.*   + *Help children to learn each other’s names, modelling correct pronunciation.* | ***Understanding the World***  *•* ***Talk about members of their immediate family and community.***   * *During dedicated talk time, listen to what children say about their family.* * *Share information about your own family, giving children time to ask questions or make comments.* * *Encourage children to share pictures of their family and listen to what they say about the pictures.* * *Using examples from real life and from books, show children how there are many different families.*   *• Understand that some places are special to members of their community.*   * *Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.* * *Take children to places of worship and places of local importance to the community.* * *Invite visitors from different religious and cultural communities into the classroom to share their experiences with children*   *• Recognise that people have different beliefs and celebrate special times in different ways.*   * *Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.* * *Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.*   ***ELGs: Understanding the World***  ***• Talk about the lives of the people around them and their roles in society.***   * ***Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*** | | ***Know about and understand***   * *Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. (MB)* * *Re-tell a story about the life of the Prophet Muhammad (MB)* * *Recognise some objects used by Muslims and suggest why they are important. (MB)* * *Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. (SP)* * *Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (C)* * *Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. (C)* * *Re-tell Bible stories and stories from another faith about caring for others and the world. (CW)*   ***Express and communicate***   * *Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. (MB)* * *Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe. (SP)* * *Ask good questions during a school visit about what happens in a church or mosque. (SP)* * *Identify ways that some people make a response to God by caring for others and the world. (CW)*   ***Gain and deploy skills***   * *Talk about issues of good and bad, right and wrong arising from stories. (MB/CW)* * *Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. (SP)* * *Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C)* * *Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more. (CW)* * *Use creative ways to express their own ideas about the creation story and what it says about what God is like. (CW)* | | ***Know about and understand***   * *Talk about some simple ideas about Christian beliefs about God and Jesus. (CB)* * *Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. (CB)* * *Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these. (SB)* * *Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (C)* * *Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers. (C)* * *Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. (FC)* * *Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. (FC)* * *Identify two ways people show they belong to each other when they get married. (FC)*   ***Express and communicate***   * *Ask some questions about believing in God and offer some ideas of their own. (CB)* * *Recognise that sacred texts contain stories which are special to many people and should be treated with respect. (SB)* * *Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (C)*   ***Gain and deploy skills***   * *Talk about issues of good and bad, right and wrong arising from stories. (CB/SB)* * *Ask and suggest answers to questions arising from stories Jesus told and from another religion. (SB)* * *Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C)* * *Respond to examples of co-operation between different people. (FC)* | |
|  | ***Nursery Theologist*** | ***Reception Theologist*** | | ***Year 1 Theologist*** | | ***Year 2 Theologist*** | |
| **Themes** | ***Key questions:***   * ***Which people are special and why? (P)*** * ***Which times are special and why? (T)*** * ***What is special about our world? (W)*** | ***Believing***   * ***Which stories are special and why? (S)***   ***Expressing***   * ***Which places are special and why? (SP)***   ***Living***   * ***Where do we belong? (B)*** | | ***Believing***   * ***Who is a Muslim and what do they believe? (MB)***   ***Expressing***   * ***What makes some places sacred? Christians and Muslims (SP)*** * ***How and why do we celebrate special and sacred times? Christians and Muslims (C)***   ***Living***   * ***How should we care for others and the world, and why does it matter? Christians and Muslims (CW)*** | | ***Believing***   * ***Who is a Christian and what do they believe? (CB)*** * ***What can we learn from sacred books? Christians and Muslims (SB)***   ***Expressing***   * ***How and why do we celebrate special and sacred times? Christians and Muslims (C)***   ***Living***   * ***What does it mean to belong to a faith community? Christians and Muslims (FC)*** | |
| **Vocabulary** | * special, person, friend, caring, thank you * celebrate, birthday, Eid Christmas, Easter, cards, candles, presents, weddings * wonder, beauty, new life, grow, plants, animals, patterns, beginning, care, look after | * story, bible, Quran, God, promise, message, * pray, worship, church, mosque, peaceful, important, happy, fun, safe * welcome, love, respect, belong, unique, valuable | | * Muslim, Islam, Allah, prophet, believe, Ramadan, * Eid ul Fitr, Quran, compass, prayer beads, prayer mat, head scarf, angel, mosque/masjid, Imam, wudu, calligraphy, minbar, mihrab, muezzin. * Christians, religious, precious, signs, symbols, objects, * benefit, responsibility, friendship, serving, charity, ‘Golden Rule’ * Palm Sunday, creator, celebrate, festival | | * Christian, church: altar, cross, crucifix, pulpit font, lectern, candles and the symbol of light baptise, bible, parable, miracle resurrection, disciple * arrested, deserted, crucifixion, resurrection, darkness, joy, sorrow, Pentecost * community, value, important. dedication, hymns, co-operate, sacred   , sacred | |
| **Famous** |  |  | | * Muhammad Ali – Boxer * Saudi Arabia | | * Mother Teresa * Lourdes | |
|  | ***Year 3 Theologist*** | | ***Year 4 Theologist*** | | ***Year 5 Theologist*** | | ***Year 6 Theologist*** |
| **Progression and Assessment Criteria** | ***Know about and understand***   * *Make connections between some of Jesus’ teachings and the way Christians live today (J).* * *Describe how Christians celebrate Holy Week / Easter Sunday. (J)* * *Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. (J)* * *Describe the practice of prayer in the religions studied. (P)* * *Make connections between what people believe about prayer and what they do when they pray. (P)* * *Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)* * *Identify similarities and differences in the way festivals are celebrated within and between religions. (F)* * *Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. (HB)* * *Describe some ways in which Hindus express their faith through puja, aarti and bhajans. (HB)* * *Make connections between stories of temptation and why people can find it difficult to be good. (RW)*   ***Express and communicate***   * *Identify the most important parts of Easter for Christians and say why they are important. (J)* * *Describe ways in which prayer can comfort and challenge believers. (P)* * *Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. (P)* * *Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (F)* * *Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. (HB)* * *Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. (RW)* * *Give examples of ways in which some inspirational people have been guided by their religion. (RW)*   ***Gain and deploy skills***   * *Ask questions and suggest some of their own responses to ideas about God. (BG)* * *Discuss their own and others’ ideas about why humans do bad things and how they try to put things right. (B)* * *Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)* * *Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (HB)* * *Discuss their own and others’ ideas about how people decide right and wrong. (RW)* | | ***Know about and understand***   * *Describe some examples of what Sikhs do to show their faith and make connections with some Sikh beliefs and teachings. (SB)* * *Describe some ways in which Sikhs express their faith through music. (SB)* * *Describe what happens in Christian, Sikh and Hindu ceremonies of commitment and say what these rituals mean. (JE)* * *Describe some of the ways in which Christians, Hindus and Sikhs describe God. (BG)* * *Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. (B)* * *Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. (B)* * *Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)* * *Identify similarities and differences in the way festivals are celebrated within and between religions. (F)* * *Suggest why some people see life as a journey and identify some of the key milestones on this journey. (JE)*   ***Express and communicate***  *Suggest at least two reasons why being a Sikh is a good thing in Britain today, and two reasons why it might be hard sometimes. (SB)*   * *Suggest why having a faith or belief in something can be hard. (BG)* * *Identify how and say why it makes a difference in people’s lives to believe in God. (BG)* * *Give examples of how and suggest reasons why Christians use the Bible today. (B)* * *Ask questions and give ideas about what matters most to believers in festivals (e.g. Vaisakhi, Easter, Eid). (F)* * *Suggest reasons why marking the milestones of life are important to Christians, Hindus and Sikhs. (JE)*   ***Gain and deploy skills***   * *Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)* * *Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. (JE)* * *Discuss links between the actions of Sikhs in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (SB)* | | ***Know about and understand***   * *Outline clearly a Christian understanding of what God is like, using examples and evidence. (GE)* * *Outline Jesus’ teaching on how his followers should live. (JD)* * *Make connections between how believers feel about places of worship in different traditions. (PW)* * *Make connections between beliefs and behaviour in different religions. (RC)* * *Describe the forms of guidance a Jewish person uses and compare them to forms of guidance experienced by the pupils. (JB)* * *Make connections between the key functions of the synagogue and the beliefs of Jews. (JB)*   ***Express and communicate***   * *Give examples of ways in which believing in God is valuable in the lives of Christians and Jewish people, and ways in which it can be challenging. (GE)* * *Express thoughtful ideas about the impact of believing or not believing in God on someone’s life. (GE)* * *Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. (JD)* * *Explain the impact Jesus’ example and teachings might have on Christians today. (JD)* * *Select and describe the most important functions of a place of worship for the community. (PW)* * *Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. (PW)* * *Consider similarities and differences between beliefs and behaviour in different faiths. (RC)* * *Describe and reflect on the significance of the Torah to Jewish people. (JB)* * *Outline the challenges of being Jewish in Britain today. (JB)*   ***Gain and deploy skills***   * *Present different views on why people believe in God or not, including their own ideas. (GE)* * *Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. (JD)* * *Present ideas about the importance of people in a place of worship, rather than the place itself. (PW)* | | ***Know about and understand***   * *Outline Christian, Muslim, Buddhist and nonreligious beliefs about life after death. (LH)* * *Describe and make connections between examples of religious creativity (buildings and art). (AC)* * *Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. (CH)* * *Make connections between beliefs and behaviour in different religions. (LH, CH)* * *Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions- Hinduism, Islam and Christianity (LH, AC)* * *Make connections between the key functions of the mosque and the beliefs of Muslims. (MB)* * *Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (MB)*   ***Express and communicate***   * *Express ideas about how and why religion can help believers when times are hard, giving examples. (LH)* * *Explain some similarities and differences between beliefs about life after death. (LH)* * *Explain some reasons why Christians and Humanists have different ideas about an afterlife. (LH)* * *Describe some Christian and Humanist values simply. (CH)* * *Show understanding of the value of sacred buildings and art. (AC)* * *Suggest reasons why some believers see generosity and charity as more important than buildings and art. (AC)* * *Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. (CH)* * *Outline the challenges of being a Buddhist, Christian or Muslim in Britain today.* * *Consider similarities and differences between beliefs and behaviour in different faiths. (LH, AC)* * *Describe and reflect on the significance of the Holy Qur’an to Muslims. (MB)*   ***Gain and deploy skills***   * *Apply ideas about values and from scriptures to the title question. (AC)* * *Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. (CH)* |
|  | ***Year 3 Theologist*** | | ***Year 4 Theologist*** | | ***Year 5 Theologist*** | | ***Year 6 Theologist*** |
| **Themes** | ***Believing***   * ***Why is Jesus inspiring to some people? (J)***   ***Expressing***   * ***Why do people pray? Christians, Hindus and Muslims (P)*** * ***Why are festivals important to religious communities? Christians, Hindus and Muslims (F)***   ***Living***   * ***What does it mean to be a Hindu in Britain today? (HB)*** * ***What can we learn from religions about deciding what is right and wrong? Christian, Muslim and non-religious responses (e.g. Humanist) (RW)*** | | ***Believing***   * ***What do different people believe about God? Christians, Hindus and Muslims (BG)*** * ***Why is the Bible so important for Christians today? (B)***   ***Expressing***   * ***Why are festivals important to religious communities Christians, Hindus, Sikhs and Muslims (F)*** * ***Why do some people think that life is like a journey and what significant experiences mark this? Christians, Sikhs and nonreligious responses (e.g. Humanist) (JE)***   ***Living***   * ***What does it mean to be a Sikh in Britain today? (SB)*** | | ***Believing***   * ***Why do some people think God exists? Christians and non-religious (e.g. Humanists) (GE)*** * ***What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (JD)***   ***Expressing***   * ***If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people (PW)*** * ***Why are festivals important to religious communities? (RC)***   ***Living***   * ***What does it mean to be Jewish in Britain today? (JB)*** | | ***Believing***   * ***What do religions say to us when life gets hard? Christians, Buddhists and non-religious (e.g. Humanists) (LH)***   ***Expressing***   * ***Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslim, Buddhists and non-religious (e.g. Humanists) (AC)***   ***Living***   * ***What matters most to Christians and Humanists? (CH)*** * ***What does it mean to be a Muslim in Britain today? (MB)*** |
| **Vocabulary** | * Parable, inspire, incarnation, gratitude, service, sacrifice * rituals, symbols, commitment * moral duty; arthi, karma, * moksha, reincarnation, mandir, murti, images, deities * Surah, Mantra, spiritual, religious, hopeful, atheist, * temptation, resist, guidance, dilemma | | * spirit, eternal, almighty, holy, shepherd, nature, influence, revelation, ascension * sacred, biblical, guidance, wisdom, obey, disobey, testaments, incarnation, salvation, temptation * Guru, Gurdwara, symbols, khanga, kara, kesh, kirpan, kachera, Nishan Sahib, Guru, Gurdwara, symbols, khanga, kara, kesh, kirpan, kachera, Nishan Sahib, Vaisakhi, langhar,seva, chauri Guru Granth Sahib * Journey, metaphor commitment, Amrit, ceremonies, baptise | | * parable, justice and/or generosity, forgiveness moral dilemma, ‘kingdom of God’, commandments, * synagogue community, meditation, pilgrimage, shrine. Orthodox, reform, ‘house of God’. * ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit * (prayer shawl) and kippah (skullcap), hanukkiah, bimah, Exodus * theist, atheist and agnostic, creation. **Metaphors-**Father, Spirit, Son, eternal, almighty, holy, shepherd, * rock, fortress, light | | * Traditions, bereavement, afterlife, meditation, suffering, salvation, reincarnation * architecture, sacred, scripture, charitable, generosity, calligraphy, geometrical. * Humanist, Humanism, Christian codes, liberation * shahdah, ummah, sunnah, hadith, surah, hafiz, hafiza, zakat * grace, intention, ummah, community |
| **Famous** | * Mahatma Gandhi, Pandurang Shastri Athavale * River Ganges, | | * Amritsar, Lahore, Golden temple * Maharaja Ranjit Singh * Bhagat Singh | | * Anne Frank * Jerusalem, Western Wall, Belzec Death camp memorial and museum-Poland | | * Malcolm X * Cat Stevens / Yusaf Islam * Makkah and Madina |