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**Key Stage 1**

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.

As part of investigating the **beliefs and practices of religions and other world views**, pupils should be taught to:

* Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them;
* Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come;
* Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities.

**Examples (non-statutory)**

These could include:

* The content and meaning of stories that explore faith, belief and meaning through

Christianity, Islam and other world views

* Examples of prayer, festivals and other special traditions and how these are celebrated,

especially ceremonies connected to birth and new life

* Why some books are special and how believers use special books to guide their lives.
* What it means to belong to a community such as a church or a mosque
* How some religious leaders and other figures can be inspiring to others
* Cross curricular work on celebrations in different cultures

As part of investigating how religions and other world views address **questions of meaning, purpose and value**, pupils should be taught to:

* Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry;
* Observe and recount different ways of expressing belief, responding sensitively for themselves.

**Examples (non-statutory)**

These could include:

* What people mean by ‘God’ and gods, including a range of different ideas and beliefs
* Why some people pray and how prayer is practised in a selection of religions and traditions
* Cross curricular work on ‘superheroes’

As part of investigating how religions and other world views influence **morality, identity and diversity**, pupils should be taught to:

* Find out about questions of right and wrong and begin to express their ideas and opinions in response;
* Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning.

**Examples (non-statutory)**

These could include:

* How and why people care for others
* Religious and non-religious reasons for caring for the environment
* Making choices about right and wrong and how religious and other teachings help people to make moral decisions
* What we know about religion in our local community
* Cross curricular work on belonging to the local community

*Details of the RE Hub and non-statutory units of work that can be used to fulfil the aims of the syllabus are from page 71.*

Believing and Belonging: The Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds, 2019 20

**Coverage of Specified Religions**

To ensure progression and rigour, this syllabus defines the core religions through which RE should be taught at each key stage. This requirement does not preclude study of aspects of other faiths and world views. Schools are encouraged to respond to local needs and circumstances by including teaching through other faiths as appropriate.

Learning should be focused around Christianity and Islam, alongside non-religious perspectives. Systematic teaching of other world faiths should be reserved for later key stages in order to ensure effective progression. However, the curriculum at KS1 may include aspects of other faiths and world views within themes studied and may reflect the beliefs in the local community and beyond.

**Buddhism**

**Knowledge and Understanding of Buddhism**

Schools are required to include a comprehensive study of Buddhism at KS3. At KS1 pupils may be introduced to Buddhism as part of their overall study of RE or themes within it. They may study topics such as those below.

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| --- | --- |
| **General skill development**  In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas. In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS1 pupils might be able to:**  Talk about and recall stories from Buddhism including the **life of Buddha.** | **By the end of KS1 pupils might be able to:** Retell the stories of **Wesak** as a special  celebration.  Suggest how Buddhists might **meditate** at home and what might be included in a **shrine**.  page33image66895616 |
| Buddha, shrine, meditate, Wesak  **Key Vocabulary** | |

**Hinduism**

**Knowledge and Understanding of Hinduism**

Schools are required to include a comprehensive study of Hinduism at KS3. At KS1 pupils may be introduced to Hinduism as part of their overall study of RE or themes within it. They may study topics such as those below.

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| **General skill development**  In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas. In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | page42image66302528  **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions.  page42image66289856 |
| **By the end of KS1 pupils could be able to:** Talk about Hindu belief in **One God** called  **Brahman** and that He takes many forms.  Recall that **Om** or **Aum** is the symbol or word which means God. | **By the end of KS1 pupils could be able to:**  Talk about how Hindus believe God is everywhere so can **pray at home** or at the **Mandir.**  Recognise that the **River Ganges** is a place of pilgrimage to wash away sins.  Retell the stories of **Holi** and **Diwali** as special celebrations. |
| page42image66296000  **Key Vocabulary**  Hindu, Brahman, Aum, Mandir, Ganges, Rama, Sita, Holi, Diwali. | |

**Sikhism**

**Knowledge and Understanding of Sikhism**

Schools are required to include a comprehensive study of Sikhism at KS2. At KS1 pupils may be introduced to Sikhism as part of their overall study of RE or themes within it. They may study topics such as those below.

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| **General skill development**  In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas. In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | page61image66256064  **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions.  page61image66256640 |
| **By the end of KS1 pupils could be able to:** Talk about how Sikhs believe **God is the Creator**  of the world and all life.  Name some of the **key figures such as Guru Nanak**, retelling some stories and suggesting reasons why they might be important. | **By the end of KS1 pupils could be able to:** Talk about some **Sikh festivals** and  celebrations such as: **Vaisakhi and Diwali** Suggest why **Langar** is an important duty for  Sikhs and how this is linked to **sewa.**  Talk about Sikh **rites of passage** with reference to the Guru Granth Sahib; eg: **Baby-naming**: Guru Granth Sahib is allowed to fall open; first letter of the top left page is the first letter of the baby’s name. |
| **Key Vocabulary**  Sikhi, Guru, Gurdwara, Langar, Sewa, Guru Nanak, Guru Granth Sahib. | |

**Judaism**

**Knowledge and Understanding of Judaism**

Schools are required to include a comprehensive study of Judaism at KS2. At KS1 pupils may be introduced to Judaism as part of their overall study of RE or themes within it. They may study topics such as those below.

*Some of the topics will link directly to Christian and Muslim beliefs and traditions as outlined in the respective content progression grids.*

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| --- | --- |
| **General skill development**  In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas. In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS1 pupils could be able to:**  Talk about how Jews believe **God is the Creator** of the world and all life. Retell in simple form the first **creation story** (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day.  Name some of the key figures in the Torah and early Jewish history, such as **Noah, Abraham, Isaac, Jacob, Joseph and Moses**, retelling some of these stories and suggesting reasons why they might be important.  Talk about **promises** and explore how promises are important in these stories. Relate this to the concept of **covenant.**  Notice how Jews recognise the **Torah as a special book** from God that guides their life. | **By the end of KS1 pupils could be able to:**  Talk about some **Jewish festivals** and celebrations such as: **Shavout** (Harvest) and **Sukkot** (Tabernacles) - see Leviticus 23:42  Suggest why **Shabbat** is an important day for Jews and how this is linked to the Creation story.  Name the **synagogue** as a place of worship for Jews and begin to talk about what happens there.  Describe the role of community religious leaders, especially **a rabbi.** |
| page51image66296192  **Key Vocabulary**  Torah, Jew, Synagogue, Shabbat, Creation, Rabbi | |

**Christianity**

**Knowledge and Understanding of Christianity**

Schools are required to include teaching about Christianity at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Christianity. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Christian understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Muslim beliefs and traditions as outlined in the respective knowledge and understanding tables.

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| **General skill development**  Pupils should be able to apply these skills to content: In Y1: recall; talk about and notice; respond to questions; talk about ideas. In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS1 pupils should be able to:**  Talk about how Christians see **God** as the Creator (Genesis 1:1-2:3) and as a loving God. Notice how the Christian beliefs about God and Jesus are based on a promise or ‘covenant’ between God and people.  Name some of the early figures in the **Old Testament**, retelling stories and talking about Noah, Abraham, Isaac, Jacob and Joseph.  Retell and suggest meanings for stories about | **By the end of KS1 pupils should be able to:**  Talk about **prayer**, noticing how people can pray in church or at home. Recall the Lord’s Prayer and recognise how this was taught by Jesus to his disciples (Matthew 6:9-15) and is used today.  Recognise key features of a **church** building, such as a font, altar and lectern and recognise there are similarities and differences between different churches. Talk about how a church is a community of people and not just a building, and how it is important for Christians to belong. |

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| the **birth of Jesus**, (Luke 1:26-38, Matthew 1:18- 2:12). Talk about how Christians believe Jesus is special and call him the ‘son of God’.  Talk about and respond to questions about stories from the **life and teachings of Jesus**, such as: his baptism (Matthew 3:13-17); the calling of the first disciples (Matthew 4:18-22); the command to love one another and the washing of feet (John 13:1-17); forgiveness and generosity (Luke 15).  Name and retell key events in the **final days of Jesus ministry**, including: his arrival in Jerusalem on a donkey (John 12:12-15); the last meal with his disciples (Mark 14: 12-26); his death on the cross (Luke 23:26-56) and his friends finding the empty tomb (Luke 24:1-12). Recall how these are remembered in Holy Week and Easter.  Notice and recall how the **Bible** is important for Christians, including: how it is seen as a special ‘holy’ book inspired by God; how it is read at home and in church; different ways in which it guides Christians’ lives; how it has an Old and New Testament. | Recall and name different artefacts that Christians may use in **worship** such as the Bible, music books, candles, statues. Notice different things that happen in a church such as prayers, reading, singing, silence. Talk about how Sunday is a special day for worship and about how Christians worship in different ways.  Name **symbols** used by Christians and suggest meanings for these, such as the cross, candle and fish. Talk about the ideas and symbols represented in a eucharist/communion service.  Talk about and respond to questions about **initiation ceremonies,** including baptism and dedication, recalling the main symbols and sequence of events and suggesting reasons why such ceremonies may be important.  Recall and name some of the main **festivals and seasons** including Advent, Christmas, Lent, Holy Week and Easter. Explore some other festivals, such as Harvest festival and name some of the symbols and practices linked to these.  Talk about how Christians see a **code for living** in stories from the Bible, such as parables like the Good Samaritan (Luke 10:25-37) The Sower (Mark 4:1-20).  Talk about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. |
| page37image66763584**Key Vocabulary**  Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord’s Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple | |

**Islam**

**Knowledge and Understanding of Islam**

Schools are required to include teaching about Islam at each key stage. They should study a comprehensive selection of the topics and examples outlined here, though it is not required that every item is covered in detail. It is essential to ensure that there is a balance between depth and breadth of study, so that all students are enabled both to develop religious literacy and serious study skills, alongside an awareness of the breadth of religious traditions evident in the UK.

Topics may be covered in thematic units which include study of a range of faiths and beliefs, or they may be studied through discrete units of work based on Islam. The curriculum will best be delivered through a combination of thematic and discrete work, intertwining the three strands of the syllabus: religious studies, philosophy and ethics.

It is important throughout to recognise the wide range of Muslim understanding on beliefs, authority and practice and to explore common ground with those of other faiths and none. Some of the topics will link directly to Jewish and Christian beliefs and traditions as outlined in the respective knowledge and understanding tables.

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| **General skill development**  Pupils should be able to apply these skills to content: In Y1: recall; talk about and notice; respond to questions; talk about ideas. In Y2 also: recall and name; retell and suggest meanings; recognise similarities and differences. | |
| **Beliefs and Authority**  Including: core beliefs and concepts; sources of authority; writings and leaders. | page45image66899520  **Worship and Spirituality**  Including: prayer and worship; festivals; making decisions. |
| **By the end of KS1, pupils should be able to:**  Understand the **meaning of Islam** (peace, submission). Notice that Muslims believe there is **one God** (not a trinity) who is the creator and is known in Arabic as Allah. Understand that in Islam, God is a universal God, not a special God.  Talk about the **five pillars of Islam** especially noticing daily prayer.  Name the **Qur’an** as the holy book for Muslims and recognise that it is treated with respect. Retell and suggest meanings for some stories in the Qur’an such as Al Fatiha (The Opening), | **By the end of KS1, pupils should be able to:**  Talk about Muslims’ commitment to **five daily prayers** and how they prepare to pray including, call to congregational prayers (Adhaan) and Washing (Wudu). Notice how Muslims may pray in the mosque (Masjid) or at home and that special prayers (Jummah) are said on Friday.  Name the key features of a **mosque**, including the dome, minaret and prayer hall. Talk about the role of the imam and some of the items used in worship including a prayer mat and beads |

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| Yusuf (Joseph), Al Nahal (Bee), Maryam (Mary).  Recall some of the **early prophets** of Islam and recognise similarities with Christianity and Judaism. E.g.  page46image67076480  Adam, Nuh (Noah), Ibrahim  page46image67085504  (Abraham), Musa (Moses). | Notice how Muslims fast during the lunar month of **Ramadan** and celebrate at Eid ul Fitr (which takes place at the end of the month), suggesting reasons for this observance.  Talk about Islamic **welcoming ceremonies**, including the adhaan (call the prayer), shaving the hair, and naming for new borns. |
| **Key Vocabulary**  Allah, Qur’an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Wudu, Lunar month of Ramadan, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting. | |

**Knowledge and Understanding of Non-Religious World Views**

*The outline of content here is adapted from suggestions in Understanding Humanism produced by Humanists UK. This is also available from www.understandinghumanism.org.uk and in the West Yorkshire RE Resources Hub.*

Schools are required to include study of non-religious worldviews throughout all key stages. At KS1 this may be covered by including a non-religious dimension in a specific area of study, such as celebrating new life.

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| **General skill development**  In Y1 pupils should be able to: Recall, talk about and notice, respond to questions and talk about ideas. In Y2 pupils should be able to: Recall and name, retell and suggest meanings for and recognise similarities and differences. | |
| **Beliefs and Meaning**  Including: Knowledge and belief; Meaning and purpose | **Values and Society**  Including: Celebration and ceremonies; Non- religious ethics.  page56image66238144 |
| **By the end of KS1 pupils could be able to:**  **Knowledge and Belief**  Talk about how beliefs may not be religious and what is meant by ‘**humanist’**. Name the Happy Human as a symbol of Humanism.  Talk about how **happiness** includes relationships, exploration, and achieving our goals.  **Meaning and Purpose** Talk about why **human beings are special**; what we share with other animals and what makes us unique. Notice our ability to question, to reason, to empathise and to be creative.  Recognise how **human beings can improve our quality of life** and our understanding of the world, including human achievements in science, medicine, art, and society. | **By the end of KS1 pupils could be able to:**  **Celebration and Ceremonies**  Notice how people, including humanists, may **celebrate special events**, such as the birth of a baby, with ceremonies that are not religious.  **Non-religious Ethics** Recognise the importance of **human relationships** and the need to give and receive for love and support from other people  Suggest **reasons for being good** to one another; for promoting happiness and avoiding doing harm; for considering the consequences of our actions.  Talk about the **Golden Rule** and the importance of empathy; taking care of other living creatures and the natural world. |
| **Key Vocabulary**  Empathy, Golden Rule, Happy Human, Science, Happiness, Relationships, Humanist, Humanism | |