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R.E Curriculum

Programme of Study for the Barnsley Local Agreed Syllabus: The Six Key Questions

These questions are the product of much thought by the Agreed Syllabus Conference and the Local Agreed Syllabus Working Groups. They are designed to guide and shape pupils' learning in RE across the years of schooling. Of course, pupils begin to handle the key questions very simply, moving on to learn about and respond to religious objects and ideas, to describe for themselves, to analyse information, and increasingly to develop the ability to draw thoughtful and balanced conclusions.

Question 1

Why are these words special?

Sacred books

Question 2

Why are some places special?

Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages

Question 3

How can faith contribute to Community Cohesion?

Beliefs, ethics, family traditions and faith in the community

Question 4

Why are some times special?

Festivals and families

Question 5

What can be learned from the lives of significant people of faith?

Role models

Question 6

How do I and others feel about life and the universe around us?

Ultimate questions

**Six Key Questions to Support Continuity and Progression in
Religious Education in Barnsley**

As a basis for the Barnsley Local Agreed Syllabus Six Key Questions are used.

Six Key Questions	What do the questions mean at Key Stage 1?	What do the questions mean at Key Stage 2?	What do the questions mean at Key Stage 3?
<p>1. Why are these words special? Sacred books</p>	<p>Pupils learn to name some holy books and talk about the stories from them that they have heard</p>	<p>Pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas</p>	<p>Pupils explain and interpret the teachings of key authorities in each religion. They respond thoughtfully to the teachings studied</p>
<p>2. Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages</p>	<p>Pupils learn about places of worship, what they are like and how special they are, and about objects and artefacts associated with them. Pupils find out about some places where religious people love to go and remember – and think of their own favourite places</p>	<p>Pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of ‘life as a journey’</p>	<p>Pupils explain the role of places of worship in the religions studied. They interpret the architecture, and evaluate its impact on worshippers. Pupils account for the role of pilgrimage in different religions and interpret the meanings of rituals. They respond for themselves to ideas about sacred places</p>
<p>3. How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community</p>	<p>Pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many religions, and all are worth respecting. In our area or region, they can all be seen first hand</p>	<p>Pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives</p>	<p>Pupils explain connections between beliefs and values, giving their own thoughtful ideas about what is good and evil in the light of belief in various ways. Pupils explain and interpret a range of forms of religious expression, and express their own insights into belief in various ways. Pupils can explain the presence of a number of religions in the region and account for the community life of each. They can express insights into what makes a good plural society</p>
<p>4. Why are some times special? Festivals and families</p>	<p>Pupils learn to name celebrations and festivals that are special to each religion, and to themselves</p>	<p>Pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied</p>	<p>Pupils explain and interpret the ways festivals focus beliefs and values in different faiths studied. They consider and justify what they celebrate, and why</p>
<p>5. What can be learned from the lives of significant people of faith? Role models</p>	<p>Pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special</p>	<p>Pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves</p>	<p>Pupils explain the impact of the lives of inspiring religious figures, and account for the impact of their own ‘heroes’ on their thinking and behaviour</p>
<p>6. How do I and others feel about life and the universe around us? Ultimate questions</p>	<p>Pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions they would like to ask God</p>	<p>Pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own</p>	<p>Pupils can explain their own views and the views from religions they have studied about philosophical and religious questions to do with God, humanity and the meanings of life</p>

Incerts – Assessment

Key Stage 1

Stories and sources Q1, Q4, Q6	Religious forms Q1, Q2, Q4, Q6	Believers lives Q1-Q6	Beliefs and values Q1-Q6	Religious questions Q1-Q6	Contemplation and prayer Q2, Q4
beginning to recognise some religious stories.	beginning to recognise some religious signs, symbols, words or phrases	beginning to recognise that people act in a particular way because of their religion.	is beginning to say what matters about their own experiences or feelings	beginning to say what they wonder about.	is beginning to reflect quietly.
recognises some religious stories.	recognises some religious signs and symbols and uses some religious words and phrases.	recognises that people act in a particular way because of their religion.	says what matters about their own experiences and feelings.	says what they wonder about	reflects quietly.
He retells some special stories about religious events and people.	uses religious words and phrases to describe some religious actions and symbols.	describes some ways in which religion is lived out by believers.	asks and responds to questions about their own and others' experiences and feelings.	asks questions about what they and others wonder about and realises that some of these questions are difficult to answer.	participates in periods of reflection in response to a given stimulus.

Lower Keys Stage 2

Stories and sources Q1, Q4	Religious forms Q1, Q2, Q4, Q6	Believers lives Q1-Q6	Beliefs and values Q1-Q6	Religious questions Q1-Q6	Contemplation and prayer Q2, Q4, Q6
beginning to make links between religious stories and beliefs.	beginning to use some religious vocabulary to give reasons for religious actions and symbols.	beginning to give reasons for certain actions by believers.	beginning to make links to show how feelings and beliefs affect his behaviour and that of others.	beginning to compare his own and other people's ideas about questions that are difficult to answer.	beginning to show understanding of the importance of quiet during times of reflection and prayer.
describes and shows understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them.	uses religious words and phrases to show an understanding of a range of different forms of worship.	shows understanding of how religious belief shapes life.	shows how his own and others' decisions are affected by beliefs and values.	engages with and responds to questions of life in the light of religious teaching.	demonstrates an appreciation of the elements needed for prayer, reflection and contemplation.

Upper Key Stage 2

Stories and sources Q1, Q4, Q6	Religious forms Q1, Q2, Q4, Q6	Believers lives Q1-Q6	Beliefs and values Q1-Q6	Religious questions Q1-Q6	Contemplation and prayer Q1-Q6
beginning to explain how religious sources are used to provide answers to ultimate questions and moral issues.	beginning to describe and explain the meaning and purpose of a variety of forms of worship.	beginning to identify similarities and differences between peoples' responses to social and moral issues because of their beliefs.	beginning to explain what beliefs and values inspire and influence him and others.	beginning to demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life.	beginning to explain why different situations are helpful to prayer, reflection and contemplation.
explains why sources and arguments are used in different ways by different traditions to provide answers to ultimate questions or ethical issues	explains the significance for believers of different forms of religious and spiritual celebration.	explains how religious beliefs and teaching influence moral values and behaviour.	expresses insights into the reasons for his own and others' beliefs and values and the challenges of belonging to a religion.	explains with reference to religious beliefs his own and others' answers to questions of meaning.	explains why different forms of prayer, reflection and contemplation can be important in people's lives.



Religious Education in EYFS

Understanding the world (educational programme) People, culture, and communities: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<u>Skills and knowledge (Fluid across FS1 FS2)</u>	<u>What does this look like in provision/adult interactions?</u>	<u>Transition to KS1</u>	<u>Characteristics of effective learning</u>
<ul style="list-style-type: none"> - Make connections between the features of their family and other families (0-3) 	<ul style="list-style-type: none"> - Be open to children talking about differences and what they notice. For example, when children ask questions like: “Why do you wear a scarf around your head?” or “How come your hair feels different to mine?” Point out the similarities between different families, as well as discussing differences. - Books of different cultures accessible for children in provision and props e.g. djembe drums, Diwali celebration props in provision. 	<p>Six Key questions.</p> <ol style="list-style-type: none"> 1. Why are these words special? 2. Why are some places special? 3. How can faith contribute to community cohesion? 4. Why are sometimes special? 5. What can be learned from the lives of significant people of faith? 6. How do I and others feel about life and the universe around us? 	<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and ‘have a go’.
<ul style="list-style-type: none"> - Continue to develop positive attitudes about the differences between people (3-4) 	<ul style="list-style-type: none"> - 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. - Celebrate and value cultural, religious and community events and experiences. Help children to learn each other’s names, modelling correct pronunciation. 	<p>In KS1 pupils learn:</p> <ul style="list-style-type: none"> - To name some holy books and talk about the stories from them that they have heard. - Places of worship, objects, artefacts associated with them. - The ways of being religious and how this makes a difference in a family. - Name celebrations and festivals that are special to each religion - Stories of religious founders or leaders - Explore puzzling questions that life in the world gives us. Talk about the questions they would like to ask God. 	<ul style="list-style-type: none"> • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
<ul style="list-style-type: none"> - Talk about members of their immediate family and community - Understand that some places are special to members of their community (4-5) 	<ul style="list-style-type: none"> - Focus on C&L and give children opportunities to be able to discuss their own families and special times (transition) - 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 (summer journals, seesaw work) - Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. - Plan topics around children’s interests e.g. our own celebrations, why do we celebrate Christmas, Easter etc stories behind this and from other cultures such as Diwali, Chinese New Year. 		<ul style="list-style-type: none"> • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<ul style="list-style-type: none"> - Recognise that people have different beliefs and celebrate special times in different ways. (4-5) 	<ul style="list-style-type: none"> - 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. 		

Early Learning Goals

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in previous classes.