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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>

Autumn Term							
		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
Q1. Why are these words special?	KS1	Name some people in the stories, such as Moses, Samuel or Jesus . I know how to retell a story, some stories from the Christian Bible . I know how to talk about how I feel when listening to a story from the Bible .	I know how to tell you a story from the Torah . I know how to tell you how Jewish people treat the Torah . I know how to show you a special book of my own and talk about why I like it.	I know how to talk about the Holy Qur'an as a special book. I know how to talk about a book that is special to me and ask questions to find out why a book is special to someone else.	I know how to identify the Writings of the *Buddha as a special book. Retell a story from the Way of the Buddha . I know how to talk about a book that is special to me. I know how to suggest a way to show respect to followers of the Buddha .	know how to tell you about a favourite story of my own which I like to listen to. Retell a simple story. Retell a story and be able to say why they like it. I know how to tell you a story from the Hindu Dharma.	know how to show you a special book of my own and talk about why I like it. I know how to tell you how the Sikh people treat the Guru Granth Sahib to show that it is special.
	LKS2	I know how to make links between some stories, history and artwork connected with the Bible and some beliefs which are important to Christians.	I know how to tell you about a story from the Torah and about what it might mean for Jews and for other people.	I know how to describe how Muslims revere the Holy Qur'an . I know how to suggest meanings for some symbolic actions used to handle the sacred text. Ask questions about how non- Muslims might show respect for the Islamic scriptures.	I know how to describe how followers of the Buddha revere the writings of the *Buddha . I know how to show that I understand a reason for respecting other people's holy books.	Describe some Hindu beliefs as a result of listening to stories that matter to Hindu.	know how to tell you about the Guru Granth Sahib and describe why it matters to Sikhs.
	KS2	I know how to apply the idea that the Bible is important to Christians to my own responses to stories which are important to me.	I know how to describe the message I think would be in an important book and why I think it is important.	I know how to show that I understand a reason for respecting this book. Show that I understand some questions about Allah , and some Muslim answers.	I know how to show that I understand some questions about life, and some answers of followers of the Buddha .	Apply some of the themes of Hindu stories to experiences of my own.	Describe a book that is important to me and link this with the way Sikhs feel about their holy books.
Incerts		Stories and sources Religious forms Believers lives Beliefs and values Religious questions	Stories and sources Religious forms Believers lives Beliefs and values Religious questions	Stories and sources Religious forms Believers lives Beliefs and values Religious questions	Stories and sources Religious forms Believers lives Beliefs and values Religious questions	Stories and sources Religious forms Believers lives Beliefs and values Religious questions	Stories and sources Religious forms Believers lives Beliefs and values Religious questions
Q2. Why are some places special?	KS1	I know how to respond sensitively to the feelings Christians have in a Christian place of worship by thinking about a special place of my own. I know how to identify a Christian place of worship as a place which is special for Christians and suggest some reasons why it is an important place.	I know how to think about a place I have been to that feels special to me. I know how to identify a synagogue and tell you about something in it. I know how to tell you one reason why Jerusalem is a special place for Jews.	I know how to recognise that a Mosque is a Muslim holy building. I know how to suggest a reason why praying daily matters to Muslims .	I know how to recognise that a Vihara is a holy building for followers of the Buddha . I know how to suggest a reason why calmness and peace matter to followers of the Buddha .	I know how to identify a Hindu shrine in a Hindu house and tell why this is important to a family. I know how to tell you about something you might find in a Mandir and why this is important to Hindus. Recognise that families do special things together at home and elsewhere.	know how to tell you about something which happens at a Gurdwara and why this is important for Sikhs. Talk about a place I go to or a ritual I have which helps me to understand why worshipping at the Gurdwara is important to Sikhs.
	LKS2	I know how to describe a place which is special to Christians and tell you something about it which makes it special. I know how to describe some differences and similarities between two churches (features and worship).	I know how to describe some objects that are special to me and suggest how I would like them to be treated respectfully. I know how to describe some external and internal features of a synagogue and tell you how Jews pray and study there.	I know how to describe how Muslims visiting the Ka'bah for the first time might feel and behave. Describe what is seen and how it feels to be part of this great pilgrimage.	I know how to describe how a follower of the Buddha feels and behaves when visiting for the first-time places where *Buddha lives. Describe what is seen and how it feels to be part of these pilgrimages.	know how to describe how a Hindu would feel about what might be seen, tastes, heard, smelt and felt during Puja.	know how to describe some internal and external features of a Gurdwara and tell how Sikh's use it.
	KS2	I know how to describe how an object or a piece of music might inspire a Christian during worship.	I know how to tell you a historical story about Jerusalem and describe why it is a special place for Jews. I know how to link Jewish feeling about Jerusalem with how I feel about a special place of my own.	I know how to suggest meanings for the feelings we experience when we are in large crowds. Ask questions about the meaning of the Hajj : Why does it 'hold up the Muslims religion' like a strong pillar?	I know how to ask questions about the meaning of the life story of the *Buddha . Why are these stories still worth retelling after thousands of years?	know how to describe what might happen on a Hindu pilgrimage or on a temple worship and say why these matters to Hindu's.	know how to describe some objects that are special to me and describe how I would like them to be treated respectfully. I know how to tell you a story about the Golden Temple and why it's a special place for Sikhs..

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Summer Term							
		Christianity	Judaism	Islam	Buddhism	Hinduism	Sikhism
Q3. How can faith contribute to Community Cohesion?	KS1	I know how to give examples of where Christianity can be seen in my community and talk about some of the ways Christians worship God. I know how to talk about my own experiences of caring and being cared for.	I know how to suggest what a Jewish ritual in the home means, and tell you how Jews treat the Sefer Torah in a special way. I know how to tell you about one thing Jewish people do to show they are connected to other people in the community. I know how to tell you two rules which I follow at home or at school and identify how they help me behave well.	I know how to recognise that different people live by different rules. I know how to talk about what happens when we break rules I know how to identify a special rule for behaviour at home and in school, e.g. 'be kind' or 'listen to others'. Talk about what would happen if everyone kept, or if everyone broke the rule.	I know how to recognise that different people live by different rules and talk about the Buddha's idea of living harmlessly. I know how to suggest a reason why a follower of Buddha might want to live as a Bhikkhus or Bhikkunis .	I know how to tell you about some of Rama's qualities which help Hindu's know how to behave. Say which qualities I think are important and how they help me to know what to do.	I know how to tell you about what Sikh's do or where to show they are Sikh's. I know how to tell you something that happens at Anand Karaj (a Sikh wedding or festival) I know how to tell you about some special things I wear at different times for different occasions. I know how to talk about a time where I celebrated with others as part of a group.
	LKS2	I know how to describe ways in which Christians put their beliefs into action by helping others, and tell you about the community work of different Christian places of worship in the locality.	I know how to tell you about something a synagogue offers to people in the community. I know how to describe what a Jewish ritual in the home means and tell you about what Bar Mitzvah/ Bar Mitzvot means.	I know how to ask questions about the practice and meaning of the Five Pillars .	I know how to describe Five Precepts of the *Buddha . Describe some ways life may be good, or may be hard for local followers of the Buddha.	I know how to tell you what happens at a Hindu wedding or festival and talk about a time when I have celebrated with others.	I know how to describe a Langar and what it represents for Sikh's. I know how to describe times when I meet and share food as a sign of welcoming.
	KS2	I know how to talk about times in my life when have helped to care for others, or when people have helped to care for me. I know how to talk about the sort of community events which I think are important in a place which feels good to live in.	I know how to describe why community feeling is important and suggest things which foster this. I know how to tell you about what I do and what other people do to show they are growing up and becoming more responsible.	I know how to create an interview with an imaginary Muslim entitled 'What my faith means to me!' and include aspects of the Muslim beliefs and practices.	I know how to ask questions about the practice and meaning of the Five Precepts . Show that I understand how the Five Precepts might link to my own life.	I know how to describe some Hindu beliefs about God and its impact on Hindu life. I know how to relate Hindu beliefs about God to my own life and say what influence they might have on how I choose to behave.	I know how to describe something Sikh's believe about God.
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Q6. How do I and others feel about life and the universe around us?	KS1	I know how to suggest two things which Christians believe because of the stories about God creating the world.	I know how to retell a Jewish story which raises puzzling questions, and respond to one of these questions. I know how to think of a question which puzzles me about something I have experienced, and say what I might say to someone with the same question.	I know how to recognise that Muslims try to look after the world because they believe it belongs to Allah .	I know how to retell a story of the *Buddha which shows care for nature. I know how to recognise that followers of the *Buddha try to look after the world because they want to follow the *Buddha's way of doing no harm.	I know how to give an example of a good action and a bad action and say why they are good and bad. I know how to tell you about Hindu beliefs in reincarnation and the importance of doing good actions.	I know how to talk about some Sikh values and retell a story about a Sikh Guru as an example. I know how to talk about a time when I have been helped, or when someone has helped me.
	LKS2	I know how to talk about my own reactions to people, animals and things in the natural world and talk about how I would like them to be treated.	I know how to retell a Jewish story which raises puzzling questions, including its context, and respond to one of those questions.	I know how to talk about my own behaviour towards the natural world.	I know how to talk about my own behaviour towards the natural world: How do I treat animals and the world of nature? .	I know how to describe the story of the Mahabharata and talk about one Hindu belief it conveys.	I know how to describe what many Sikhs believe about equality, tolerance and service.
	KS2	I know how to give three examples of 'why?' questions about life and the universe which are difficult to answer. I know how to say what I think about two of these questions.	I know how to think of a question which puzzles me about something I have experienced and say what I might say to someone with the same question. I know how to identify and discuss some difficult issues relating to the Jewish faith during the Second World War.	I know how to give three examples of 'why' questions about life and the universe which are difficult to answer. I know how to say what I think about two of these questions.	I know how to give three examples of 'why' questions about life and the universe which are difficult to answer. I know how to say what I think about two of these questions. I know how to suggest what a follower of the Buddha's answer to these questions might be.	I know how to describe how one of the themes from the Mahabharata might have an impact on people today, including myself.	I know how to recognise where in the world equality, tolerance and service are an issue, and describe what I would like to do about them.

				I know how to say what I think about the Buddha's way of reducing suffering using compassion and meditation.		
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Incerts – Assessment

Key Stage 1

Stories and sources Q1, Q4, 2	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	explains the significance for believers of	explains how religious beliefs and teaching influence	expresses insights into the reasons for his own and others'	explains with reference to religious beliefs his	explains why different forms of prayer, reflection