

## Lichfield Diocese Board of Education

### Guidelines for Religious Education

June 2015

The following paper has been created by the Lichfield Diocesan Advisers for Christian Distinctiveness. This draws on many years of experience and reflects current expectations both nationally and for those in schools/academies. The paper has been set out so that individual schools and academies can integrate the content into their own curriculum. It also compliments all the Agreed Syllabi within the Lichfield Diocese as well as the Lichfield Diocese RE scheme of work.

The **key elements, key questions and core beliefs of religion** are fundamental to religious education (RE). These need to be addressed throughout every phase of learning and revisited on a spiral basis. This will then enable a balanced RE curriculum, where progression, depth and consolidation of learning can take place. It is recommended that staff have are familiar with the key elements and key questions plus have an understanding of core Christian belief and other religions relevant to studying taking place.

The paper has been split into **phases of learning** (EYFS, KS1, Y3&4, Y5&6). For each phase the following areas are covered in relationship to Christianity:

- Concepts
- 'Introduce and explore' statements
- Vocabulary

These areas need to be planned in to the curriculum. It is important that the pupils are introduced to these areas although not all may understand them at first. The **concepts** are essential part of learning and have a close correlation with Christian core belief. They are core to understanding a religion. **Appendix 1** outlines information for each of the concepts. The **'introduce and explore' statements** provide guidance as to what should be covered in the planning. Planning should also include learning about and from other faiths as stated in the Agreed Syllabus (controlled schools) or Governing Body (Aided and Foundation Schools & Academies). The **list of vocabulary** is not exhaustive and should be added to depending upon each school's/academy's situation. Pupils should be introduced to the words and an explanation given; they may even form part of a display or words to learn at home. It is intended for children to hear and become familiar with these words rather than be used as a tool for assessment.

The paper sets out the **expectations** for each phase of learning (EYFS, KS1, Y3/4 and Y5/6). This is divided into 'skills' and 'statements'. Both the skills and the statements are useful as a tool for staff and pupils to assess where they are, areas they are secure in and those that need more development. It is essential that identified needs, highlighted through assessment, are addressed. Each **skill** correlates to the expectation for each age phase and increases in complexity through the phase ranges. For some pupils, the skills relating to other phase groups should be used to enable successful learning to take place. The skills are useful for setting appropriate challenging questions and work. The **statements** can be used as a guide for assessment, both formative and summative. Awareness of these statements is essential so that planning can be informed throughout the phase of learning. The EYFS statements link to the early learning goals.

## Throughout each Phase of Learning

The key elements, key questions, Christian core beliefs and core belief of relevant other faiths need to be planned for and referred to throughout all phases of learning.

### The key elements that make up a religion

- Authority / Guidance (to include Founders, Sacred writings & Beliefs)
- Special Occasions (to include ritual festival and traditions)
- Worship, Conveying Meaning/Symbolism
- Belonging to a Community/ Lifestyle
- Responding to the Natural World
- Thinking about God

### The 5 key questions a religion seeks to answer:

- Who am I?
- How do I relate to others?
- How do I relate to the natural world?
- How do I show what I believe in?
- What do I believe about God?

### The core beliefs of a religion

#### These are essential

Christianity needs to be introduced in EYFS and revisited during each unit of work. The introduction and revisiting of other faith core beliefs is dependent upon when the religion is introduced. In line with the majority of Agreed Syllabi it is recommended that Christianity plus one other faith is focused upon in KS1 and Christianity plus 2 other faiths in KS2. Therefore the focus should be on the core beliefs of the religions being studied as well as an awareness of the core beliefs of those not being studied in depth.

#### CHRISTIAN core beliefs

- Jesus Christ is the Son of God (Incarnation)
- God is Father, Son and Holy Spirit (Trinity)
- God is Creator and Sustainer of the Universe
- Jesus Christ fulfilled the Law of Moses and established a new Covenant relationship, based on the Law of Love
- Jesus showed how great God's Love is for everyone, in his life, death and resurrection (Salvation)
- Christians believe that Jesus Christ is their personal Saviour
- Entry into heaven is via the grace of God.

### ISLAMIC core beliefs

- Allah is the one and only God
- Allah created and rules everything
- Allah has no children, partner or equal
- Muhammad (pbuh) is the final prophet
- The Holy Qur'an is the final revelation from Allah given through Muhammad (pbuh).
- Muslims believe in submission to the will of Allah and in peace
- Muslims believe that after death comes judgment – heaven or hell

### JEWISH core beliefs

- There is One Creator G-d ( not named by Jews, as so profound )
- There is a covenant relationship between G-d with His people
- The Torah, which includes the Law of Moses, contains 613 Mitzvot (commandments) which are life rules to follow
- There is a Holy Land given by God to the Jews
- There is a coming Messiah, who will restore all things
- The Jewish family expresses and passes on Jewish tradition
- Jews believe that after death comes the judgment – heaven or hell.

### SIKH core beliefs

- There is One God – who is Truth, Eternal and Creator
- Everyone is equal
- Honest work is good
- Service and hospitality within the community (Sewa)
- Reincarnation – the cycle of birth, life, death and re-birth ( Karma)
- Sikhs have a personal choice to commit to the 5 K's.

### HINDU core beliefs

- There is One God, manifested through many Gods
- There are 3 main roles : called the Trimurti - Creator(Brahma), Sustainer( Vishnu), Destroyer (Shiva)
- Belief in re-incarnation
- Belief in non-violence (Ahimsa)
- Religious duties to the family and community (Dharma)
- Karma, the Law of cause and effect, determines your next life.

### BUDDHIST core beliefs

- There is no God ( atheist belief stance)
- Buddha is the founder. He turned his back on wealth, power and ascetism and followed the middle way.( Siddhartha Gotoma)
- Buddhists believe in 4 noble truths.
- The noble 8 fold path is the way to true enlightenment ( Nirvana)
- Buddhists believe in rebirth ( your essence carries on) not re-incarnation
- Karma, the law of cause and effect, affects daily suffering

## Early Years Foundation Stage

### Christianity

By the end of **EYFS** pupils will have been introduced to and begun to explore the following **concepts**:

- God
- Creation
- Incarnation
- Salvation

By the end of **EYFS** pupils will have been **introduced to and explored**:

- Jesus as a very special person.
- Jesus was born on earth into a Jewish family and home
- Christians believe
  - Jesus is God's Son.
  - Jesus set us an example in the way people should live.
  - Belonging and friendship are very important in relationships.
  - Jesus wants to be people's friend.
  - Jesus teaches right and wrong.
  - People can belong to 'Jesus' followers' (called the Church) through the ceremony of Baptism.
  - People can speak to God (prayer) and sing to Him (praise)
  - God is creator of everything and He is eternal (always has been, is, and always will be). His created world is special and beautiful.
  - God provides and loves everyone. God gave His Son, Jesus, to show how much He loves everyone.
  - God wants people to live their lives with Him.

By the end of EYFS pupils will have been introduced to and be able to talk about the following **religious vocabulary**:

angel	church	God	light	service
baptism	creation	gospel	love	special
beauty	cross	growth	Mary	Sunday
Bible	disciple	incarnation	Nativity	vicar
christening	Easter	Jesus	praise	water
Christmas	forgiveness	Joseph	prayer	wedding
Christian	friends	leader	ring	world
				worship

## EYFS Expectations

By the end of **Reception** pupils should show the following **skills** during their RE work:

- Talk about (AT1)
- Experience and encounter (AT2)

By the end of **Reception** children should be able to:

- Talk about past and present events in their own lives and in the lives of family members.
- Talk about similarities and differences in relation to places, objects, materials and living things, including the church and worship areas in the school.
- Talk about similarities and differences between themselves and others, and among families, communities and traditions, including Christians they may know.
- Talk about the features of their own immediate environment and how environments might vary from one another, and what makes them special.
- Talk about that other children do not always enjoy the same things, and are sensitive to this.
- Make observations of animals and plants. Talk about how plants/animals make them feel, the importance of caring for the earth (stewardship) and that Christians believe that God created the world.

## Key Stage 1

### Christianity

By the end of **key stage 1** pupils will have been introduced to and begun to explore the following **concepts**:

- God – Trinity
- Creation
- Gospel
- Incarnation
- Salvation
- Relationships with God (In the Christianity Project ‘relationship with God’ will be referred to as ‘People of God’)

By the end of **key stage 1** pupils’ will have been **introduced to and explored**:

- Christians believe:
  - God is creator of the world.
  - God loves everyone and wants to have a relationship with people.
  - God sent His Son, Jesus, to live on earth as an example to follow. Christians follow Jesus.
- Christians worship in Church and celebrate festivals that are a reminder of Jesus’ life. This includes:
  - some knowledge of festival practice and recalling what happened
  - encountering special ceremonies which mark ‘belonging’ to the Church and the passage of time as a believer
- Christians use certain special signs and symbols to remind them about Jesus.
- Christians have a personal relationship with God and Jesus. This is a covenant relationship of commitment.
- Christians follow the two commandments of Jesus. This includes:
  - having some understanding of how these two commandments relate to the Ten Commandments, given by God to Moses (the founder of Judaism)
  - knowing that when Christians do wrong they say sorry to God and are forgiven.
- Religious people believe in God. This includes Christians and people of other faiths.
- Christianity plus one other religion.

By the end of **key stage 1** pupils will have been introduced to and begun to use the following **religious vocabulary**:

advent	chancel	Easter	Last Supper	prayer
aisle	christening	festival	lectern	pulpit
altar	Christianity	God	love	relationships with God
awe and wonder	Christingle	gospel	marriage	resurrection
baptism	commandments	harvest	miracle	rules
belief	community	healing	nave	salvation
belonging	creation	heaven	Palm Sunday	silence
betrayal	crucifixion	Holy Spirit	parables	symbol
birth	death	incarnation	pew	The Lord’s Prayer
celebration	disciples	Jesus	pilgrimage	

## Key Stage 1 Expectations

### Year 1

By the end of **Year 1** pupils should demonstrate the following **skills** during their RE work:

- Identify and name (AT1)
- Experience, encounter and identify (AT2)

By the end of **Year 1** pupils should **be able to**:

- Name some religious beliefs and teachings from stories.
- Name features of religious life and practises.
- Name different forms of religious expression.
- Identify aspects of their own experience and thinking in religious stories.
- Identify things which they find interesting or puzzling in learning about religion.
- Identify what is of value and concern to them or others including those with in a faith.

### Year 2

By the end of **Year 2** pupils should demonstrate the following **skills** during their RE work:

- Describe (AT1)
- Reflect, question and have empathy with (AT2)

By the end of **Year 2** pupils should **be able to**:

- Describe some basic religious beliefs and teachings.
- Describe some basic religious practices, and know some are characteristic of more than one religion.
- Suggest meanings in religious symbols, language and stories.
- Reflect and empathise with religious aspects of learning in the light of one's own and others' experiences and thoughts.
- Question some experiences which cause people to wonder and realise some questions are difficult to answer.
- Reflect on good and bad examples in stories, and be aware that some things are right and others are wrong.

### KS1 Christianity

**For Christianity**, by the end of **key stage 1** pupils should **be able to**:

- Retell the major points of the stories of Creation, Christmas and Easter.
- Explain what Christians do when they get things wrong and that Jesus' death means that they can be forgiven.
- Begin to explain what is meant by the Trinity and can use stories to explain what God is like.
- Explain how major festivals are linked with biblical stories and what happens during them.
- Begin to understand symbolism involved in worship.
- Give examples of how faith has inspired Christians to serve others.

## Key Stage 2 - Y3&4

### Christianity

By the end of **key stage 2** pupils will have been introduced to and begun to explore the following **concepts**:

- God -Trinity
- Creation
- Incarnation
- Salvation
- Gospel
- Fall
- Old Covenant (In the Christianity Project 'Old Covenant' will be referred to as 'People of God')
- New Covenant (In the Christianity Project 'New Covenant' will be referred to as 'Kingdom of God')

By the end **Year 4** children will have been **introduced to and explored**:

- Christianity as a world-wide religion.
- Christian core belief and core concepts.
- Christian lifestyle as rooted in what Christians believe and that everything practiced has meaning.
- Religious practices with some reference to themselves and their own lives.
- Feelings expressed by and empathy with religious believers.
- Ideas different to their own and be respectful towards these.
- Various approaches to 'learning about and from' Christianity, and be able to describe how they learn best.
- Christianity plus two other religions, describing similarity and difference within some of the elements.

By the end of **key stage 2** pupils will have been introduced to and be able to talk about the following **religious vocabulary**:

Abraham	Eucharist	Holy Spirit	narrative	reflection
authority	expression	incarnation	New Covenant	religion
creation	faith	law	New Testament	remembrance
commitment	fall	letters	Old Covenant	revelation
confirmation	fellowship	metaphor	Old Testament	rites of passage
culture	founder/Leader	missionary	Pentecost	sacrifice
empathy	gospel	Moses	prophecy	salvation
eternity	Holy Communion	myth	proverbs	Trinity

## Key Stage 2 Expectations - Y3&4

By the end of **Year 4** pupils should demonstrate the following **skills** during their RE work:

- Describe and communicate (AT1)
- Respond and express in a variety of ways / have empathy with (AT2)

By the end of **Year 4** children should **be able to**:

- Describe some key religious beliefs and teachings of the religions studied
- Describe some key features of religious festivals and practices in the religions studied
- Make links between examples of religious expression and the beliefs and ideas which underlie them
- Realise that there are connections between their own experiences and those of others and say what influences their lives
- Have empathy with other people's ideas about questions which are difficult to answer
- Express the links between the values and commitments, including religious ones, and their attitudes or behaviour

**For Christianity**, by the end of **Year 4** children should **be able to**:

- Explain connections between Creation, Incarnation and Salvation.
- Explain what it means to be tempted, and what is meant by sin.
- Explain how Christians try to change the way in which they live and how this is connected to their faith in God.
- Explain what is meant by covenant and give examples of where this concept is found in the Bible.
- Understand what the good news of the Gospel is, and can begin to explain what happened to Jesus' followers after his death.
- Clear examples of how Christian lifestyles differ to others and explain the impact that they have had on the world around them.

## Key Stage 2 – Y5&6

### Christianity

By the end of **key stage 2** pupils will have been introduced to and begun to explore the following **concepts**:

- God -Trinity
- Creation
- Incarnation
- Salvation
- Gospel
- Fall
- Old Covenant (In the Christianity Project 'Old Covenant' will be referred to as 'People of God')
- New Covenant (In the Christianity Project 'New Covenant' will be referred to as 'Kingdom of God')

By the end of **Year 6** children will have been **introduced to and explored**:

- Christianity and know that this and the main religions in Britain are world-wide.
- Christian core belief and all core concepts (EYFS - KS2).
- Different Christian traditions and practices, such as baptism and communion. This includes comparing practices and naming the differing denominations to which they apply.
- How belief is the root of key Christian practices.
- Attitudes to belief and why these should be respected.
- That some issues in life are difficult and that religious and non-religious people have differing ideas and answers, which they regard as the truth.
- Open-mindedness and be keen to explore further.
- The spiritual search for themselves and others.
- The key beliefs of Christianity and two other religions, including opportunities to compare and contrast.

By the end of **key stage 2** pupils will have been introduced to and be able to talk about the following **religious vocabulary**:

Abraham	Eucharist	Holy Spirit	narrative	reflection
authority	expression	incarnation	New Covenant	religion
creation	faith	law	New Testament	remembrance
commitment	fall	letters	Old Covenant	revelation
confirmation	fellowship	metaphor	Old Testament	rites of passage
culture	founder/Leader	missionary	Pentecost	sacrifice
empathy	gospel	Moses	prophecy	salvation
eternity	Holy Communion	myth	proverbs	Trinity

## KS 2 Expectations – Y5&6

By the end of **Year 6** pupils should demonstrate the following **skills** during their RE work

- Compare and contrast (AT1)
- Make links and connect (AT2)

By the end of **Year 6** pupils should **be able to**:

- Describe the principal beliefs and teachings of the religions studied and connect them accurately with other features within and between religions
- Know and understand what is involved in belonging to a faith community in terms of belief and practice
- Know how religious beliefs, ideas and feelings can be expressed in a variety of forms, and give meanings for some religious symbols, stories and language
- Compare the significant experiences of key figures from the religions studied with their own feelings and experiences
- Suggest answers to a range of questions about puzzling aspects of life and experience making reference to the teaching of religions studied
- Suggest answers to moral and religious issues showing understanding of why certain things are right and wrong

**For Christianity**, by the end of **Year 6** children should **be able to**:

- Interpret passages concerning creation, covenant, incarnation and salvation, and explain how God as Trinity is understood in these texts.
- Explain the narrative of salvation (with reference to artwork, for example).
- Begin to compare concepts shared between faiths – for example creation, people of God.
- Explain how texts from the Bible can challenge Christians, and why they might be interpreted in different ways.
- Use theological terms accurately, and can explain that some may have more than one possible meaning (e.g. Kingdom of God).
- Give examples of how Christians use texts to support their beliefs and actions.
- Begin to develop their own interpretations.

## Appendix 1 Key Concepts

<b>God</b>	Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit
<b>Creation</b>	The universe and human life are God's good creation. Humans are made in the image of God.
<b>Fall</b>	Humans have a tendency to go their own way rather than keep their place in relation to their creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.
<b>People of God</b>	The Old Testament tells the story of God's plan to reverse the impact of the 'Fall', to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets <sup>1</sup> who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'Messiah' – a rescuer.
<b>Incarnation</b>	The New Testament presents Jesus as the answer – the Messiah and Saviour, who will repair the effects of sin and the 'Fall' and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh.
<b>Gospel</b>	Jesus' teaching and ministry offer 'good news' for all humans. It describes what it is like to be one of the people of God, what it means to live in relationship with God. There is a focus on loving one's neighbour – particularly the weak and vulnerable – as part of loving God.
<b>Salvation</b>	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.
<b>Kingdom of God</b>	This does not mean that no one sins anymore! The Bible talks in terms of God's 'kingdom' or rule having begun in human hearts through Jesus. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to bring God's kingdom on earth, following Jesus' example, inspired and empowered by God's Spirit.