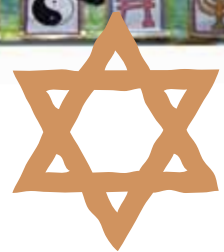
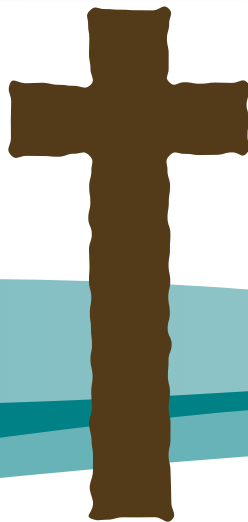
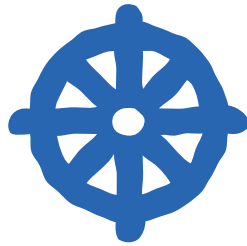


# Schools and Lifelong Learning Service

## Religious Education Agreed Syllabus 2008



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# FOREWORD

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Religious education has always been an essential area of experience for learners in Cardiff, where the many faith communities represented in the city provide a rich context for the subject.

The study of religion in Cardiff schools will enhance children's and young people's awareness of the beliefs, teachings, practices, values and traditions of these faith communities, as well as raise challenging questions about the meaning and purpose of life. Religious education enables learners to reflect on their own beliefs and values whilst entering into dialogue with those who may hold different perceptions. This dialogue needs to take place in an atmosphere of respect and sensitivity and a willingness to learn from one another.

The new Cardiff Agreed Syllabus provides the framework to develop the skills, knowledge and understanding that the children and young people in our Cardiff schools require for an excellent religious education.



**Chris Jones**  
*(Chief Schools and Lifelong Learning Officer)*

# INTRODUCTION

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## The Agreed Syllabus in context

The Cardiff Council Agreed Syllabus (2008) is based on the National exemplar framework for religious education for 3 to 19-year-olds in Wales (2008) produced by the Department for Children, Education, Lifelong Learning and Skills of the Welsh Assembly Government.

The syllabus provides a coherent framework for the raising of standards among children and young people in Cardiff and complies with the legal obligations for a locally agreed syllabus which require:

- the promotion of the spiritual, moral, cultural, mental and physical development of pupils;
- appropriate provision for all registered pupils in every maintained school in Wales, including those in reception settings and those up to the age of 19;
- that Christianity should be studied at each key stage and that the other principal religions should be those represented in Great Britain;
- that religious education be non-denominational, but teaching about a particular catechism or formulary is not prohibited (i.e. similarities and differences in beliefs, teachings and practices of the religious traditions can be studied).

## The provision and planning of religious education

Religious education must be provided for all registered children in maintained schools, including those in reception classes and in sixth forms, but it is not a statutory requirement for children in nursery schools and nursery classes.

However, the Cardiff Agreed Syllabus provides guidance for the implementation of a non-statutory entitlement for children in nursery settings and the basis for planning statutory religious education for children in the rest of the Foundation Phase.

Special Schools should provide religious education for pupils based on the Agreed Syllabus as far as is practicable.

Schools are free to organise and deliver the curriculum in the way that best suits their circumstances and the needs of their learners (Making the Most of Learning - Department of Children, Education, Lifelong Learning and Skills, 2008), and this applies also to religious education. Religious education should play its part in the move towards more imaginative and innovative ways of curriculum organisation and schools should consider the exploration of, for example, thematic approaches with other subjects, collaboration in a skills focus or extended topic, etc.

There are no constraints relating to the time allocation or organisation of religious education, but schools should ensure that the provision is comparable to the non-core subjects and sufficient to deliver the programmes of study in the Agreed Syllabus.

## The religions specified

In order that learners might experience a broad and balanced study of the principal religions, the syllabus specifies religions at particular key stages. These are described below.

However, in addition to the specified religions, schools can choose to study aspects of other religions at their discretion.

Foundation Phase	Christianity and Judaism or Islam
Key Stage 2	Christianity, Judaism and Islam
Key Stage 3	Christianity, Sikhism and Hinduism
Key Stage 4	Christianity and at least one other principal religion of the school's choice
Post 16	Christianity and Buddhism

## The nature of religious education

Religious education in the twenty-first century encourages pupils to explore a range of philosophical, theological, ethical, and spiritual questions in a reflective, analytical, balanced way that stimulates questioning and debate.

It also focuses on understanding humanity's quest for meaning, the positive aspects of multi-faith/multicultural understanding, and pupils' own understanding of and responses to life and religion.

Religious education in the twenty-first century consists of an open, objective, exploratory approach but parents continue to have the legal right to withdraw their children.

## Including all learners

Religious education must play its part in developing children and young people's personalities and talents to the full, and in safeguarding and promoting their welfare.

It can help schools to develop in every learner a sense of personal and cultural identity that is receptive and respectful towards others, and promote approaches that support the ethnic and cultural identities of all learners as global citizens.

Schools must work to reduce environmental and social barriers to inclusion and offer opportunities for all learners to achieve their full potential in preparation for further learning and life. They need to respond to the challenge of removing barriers to learning, including disability, communication other than speech and a first language other than English or Welsh.

Religious education should be taught in ways appropriate to learners' developing maturities and abilities and enable them to use fully their preferred means of communication. Teachers should adopt a variety of learning and teaching styles and use material in ways suitable for the learners' age, experience, understanding and prior achievement in order to engage them in the learning process.

For learners working significantly below the expected levels at any key stage, schools should use the needs of the learner as a starting point and adapt the programmes of study accordingly. Where it is not possible to cover the content of all of the programmes of study for each key stage, the statutory requirement to provide a broad, balanced curriculum can be met by selecting appropriate topics/themes from the curriculum as contexts for learning.


For more-able and talented learners working at higher levels, schools should provide greater challenge by using material in ways that extend breadth and depth of study and the opportunities for independent learning.





## Skills across the curriculum


A non-statutory Skills framework for 3 to 19-year-olds in Wales (2008) has been developed in order to provide guidance about continuity and progression in developing thinking, communication, ICT and number for learners from 3–19.

At each phase and key stage learners in religious education should continue to acquire, develop, practise, apply and refine these skills through group and individual tasks.

 **Learners develop thinking skills** as they ask fundamental questions, explore and make links between the religious beliefs, teachings and practices that they study, and plan investigations by gathering and utilising a range of sources. They evaluate and justify their personal responses and use a range of critical and creative problem solving techniques to develop ideas and explore and challenge interpretations.

 In religious education, **learners develop communication skills** through asking questions, communicating ideas and expressing their own feelings and opinions. They listen carefully and critically to others and use different reading/writing strategies depending on the investigation or activity they are undertaking. They show increasing understanding of religious and symbolic language.


 **Learners develop use of ICT skills** when they communicate and share information (using, for example, e-mails and PowerPoint); present information in a variety of formats using word processing and graphics; find and develop information on the Internet and other sources including CD-ROMs, etc.; support oral presentations and the creation of ideas and strategies to improve the impact of their work.

 **Learners develop skills in the application of number** in religious education by using information such as ordering events in time, by measuring time through the calendars of various religions, by calculating percentages of tithing, and by considering the significance of number within religions. They interpret results/data and present findings from questionnaires, graphs and other forms of data in order to draw conclusions and ask further questions about issues relating to religion and the world.


## Learning across the curriculum

In religious education learners should be given opportunities to develop their knowledge and understanding of Wales, their personal and social development and well-being, and their awareness of the world of work.


At Key Stage 4 and Post-16, learners' knowledge and understanding should be developed and applied within the contexts of their individual 14–19 pathways including the Learning Core.

 **Religious education contributes to the Curriculum Cymreig** by allowing learners to appreciate the significance, value and impact of the rich Christian heritage and dynamic multi-faith composition of Wales, past and present.

Religious education contributes to Wales, Europe and the World by raising challenging questions from religious and non-religious perspectives: questions relating to political decision making, exploitation and justice, social freedom and responsibility, human rights issues, economic affluence and Wales' responsibility to, and relationship with, its own citizens and those in other parts of the world.

 **Religious education contributes to personal and social education** through exploration of the spiritual, moral, social and cultural dimensions. Learners develop understanding of and respect for various world religions and explore how religion affects the decisions and lifestyles within various cultures around the world.

Learners explore how many religions foster values and aspirations such as equality, justice, responsibility, peace and morality and will also be encouraged to question the values and aspirations of their own lives and the lives of others.

 **Religious education contributes to careers and the world of work** by providing insight into how religion influences believers in their choice of career and the standards expected of them in their working lives.

Knowledge of religious, cultural and ethical beliefs and practices can enhance community understanding and provide essential information for occupations such as medicine, politics, law and education.

Learners can evaluate various religious and moral perspectives relating to a range of business issues and offer a variety of transferable skills such as problem solving and critical thinking to the changing world of work.



# FOUNDATION PHASE PROGRAMME OF STUDY - SKILLS

## PEOPLE, BELIEFS AND QUESTIONS

Through an exploration of 'People, beliefs and questions' children will naturally develop skills and make links within all areas of learning in the Foundation Phase.

The programme provides non-statutory entitlement for children at nursery schools and classes, where the emphasis will be more on cultural and traditional stories and practical experiences relating to spiritual, moral and cultural endeavour. It will also be the basis on which to develop statutory provision for children in the rest of the Foundation Phase, where their natural inquisitiveness is further developed and they can learn more about themselves, other people and the world around them, in the context of the cultural and religious features of their community.

Through play and other planned activities children develop their ideas, opinions and feelings, ask questions and listen and respond to others.

They express their own feelings and opinions with a sensitivity to others from different cultural and religious backgrounds, and begin to understand the effect their actions have on others.

*In the Foundation Phase learners will develop their skills through exploration of Christianity predominantly and Judaism or Islam. Schools can choose to explore aspects of the other principal religions at their discretion.*

## A. KNOWLEDGE AND UNDERSTANDING OF THE WORLD

To experience the familiar world through investigating the indoor and outdoor environment, children should be encouraged to be curious and find out by:

- exploring and experimenting with new learning opportunities, including role play; visiting special / religious places; making and using artefacts; foods; ICT.
- thinking about and asking questions about themselves, other people and living things, and listening to the answers.
- responding to their own ideas and the ideas of others, including their hopes, dreams, opinions, rules and ways in which they approach happy and sad times.
- becoming aware of human achievements, including influential religious people past and present and the 'big ideas' that have shaped the world.
- investigating sources and issues raised through stories, holy books, festivals, celebrations and rites of passage.
- making comparisons and identifying similarities and differences of identity, lifestyle, community and tradition.
- thinking creatively and imaginatively about important human and religious questions.
- describing what they have found out about people, beliefs and questions and offering simple explanations.
- expressing their own opinions and feelings, and making decisions while considering the viewpoints of others.
- using and becoming familiar with common words and phrases for their world and the ways in which people express ideas, beliefs and meaning.



## B. PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY.

### (A) Personal development

Children should be given opportunities to:

- express and communicate different feelings and emotions – their own and those of other people.
- show curiosity and develop positive attitudes to new experiences and learning, particularly when learning about people from other religions and cultures.
- become independent thinkers and learners by using well-considered ideas and strategies.
- value the learning, success and achievements of themselves and other people.

### (B) Social development

Children should be given opportunities to:

- be aware of and respect the needs of others.
- take responsibility for their own actions.
- consider the consequences of words and actions on themselves and others.
- develop an understanding of what is fair and unfair, while showing mutual respect.
- value friends and families and show care and consideration.
- develop a positive self-image and a sense of belonging as part of different communities, and to have an understanding of their own identity.
- develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures.
- treat people from all cultural backgrounds in a manner that shows respect and understanding.
- develop an understanding of the diversity of roles that people play in different religious groups and communities.
- begin to question stereotyping.





## (C) Moral and spiritual development

### Children should be given opportunities to:

- respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively.
- communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate.
- communicate and reflect on the decisions made in stories and situations, or personally, suggesting alternative responses, including those from religious perspectives.
- respond personally to simple imaginary moral situations, considering them from religious perspectives and giving reasons for decisions made.
- experience exciting, wonderful, inspirational, creative and/or quiet times and express ideas and feelings about these times creatively, explaining why they are significant.
- consider why people, including religious people, value and seek times of creativity, inspiration, awe and wonder, peace and tranquillity and revelation.
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex.
- ask questions about what is important in life from a personal perspective and from the perspective of other people.
- communicate ideas, values and beliefs about themselves, others and the world.

## (D) Well-being

### Children should be given opportunities to:

- value and contribute to their own well-being and to the well-being of others.
- be aware of their own feelings and opinions and develop the ability to express them in an appropriate balanced way.
- understand the relationship between feelings, beliefs and actions.
- understand that other people have feelings and beliefs that affect the way they think and behave.
- demonstrate care, respect and affection for other children, adults, other living things and their environment.
- develop a growing interest in the world around them and develop understanding and responsibility for living things and the environment.



# FOUNDATION PHASE

## RANGE - PEOPLE, BELIEFS AND QUESTIONS

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### THEMSELVES

- Their homes, families and experiences in order to explore their identity and belonging. *For example, personal experiences of festivals, celebrations, rites of passage.*
- Their personal responses. *For example, likes, dislikes, feelings including in times of joy and sadness; their hopes, dreams, opinions and sense of fun.*
- Their role and place in the community. *For example, as a member of their family; as part of a religious community; contributing to a charity.*
- The decisions that they make and resulting consequences. *For example, sharing, kindness, behaviour, choice, attitudes.*
- Deeper spiritual or moral meaning expressed in the stories, poems, artefacts, art, movement, rituals, celebrations and special times they experience. *For example, birthdays, St David's Day, traditional stories, stories about helping others, religious stories, dealing with happy and sad times, asking about big questions.*

### OTHER PEOPLE

- Other people's homes, families and experiences in order to explore similarities and differences of lifestyle and traditions. *For example, family celebrations and traditions, experience of religious festivals, worship, rules, food.*
- Special people and people who help them. *For example, children's families, teachers, members of the community, stories about Jesus and other influential religious leaders and people past and present.*
- Personal responses. *For example, likes, dislikes, including sharing feelings of hopes, dreams, opinions, ideas, experiences, opinions and a sense of fun with others.*
- People's roles and place in the community. *For example, as members of families, groups, religious groups, local religious leaders.*
- Decisions other people make and resulting consequences. *For example, rules, routines, choices, being part of a community.*
- Reasons why other people express a deeper spiritual/moral empathy towards other people. *For example, exploring why people help others in their work and free time – do their beliefs influence their lives?*
- The need to respect and challenge their own ideas/beliefs and those of other people. *For example, ask questions, share ideas and opinions.*

### LIVING THINGS

- The ways in which they and others show care, concern and respect for living things, the environment and the natural world. *For example, taking responsibility for animals and plants; asking questions and sharing opinions.*
- Responsibility and concern for the world. *For example, recycling; finding out how people can make a difference.*
- Awe and wonder. *For example, investigation of the natural world and the seasons.*

# OUTCOMES FOR RELIGIOUS EDUCATION

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The following outcomes for religious education are non-statutory. They have been written to recognise the attainment of pupils working below Level 1.

Religious Education Outcomes 1, 2 and 3 align with the Foundation Phase Outcomes 1, 2 and 3.

The religious education outcomes describe the types and range of performance that pupils working at a particular outcome should characteristically demonstrate. In deciding on a pupil's outcome of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the description for adjacent outcomes.

Foundation Phase Outcome 1	Religious Education Outcome 1
Foundation Phase Outcome 2	Religious Education Outcome 2
Foundation Phase Outcome 3	Religious Education Outcome 3
Foundation Phase Outcome 4	Religious Education Level 1
Foundation Phase Outcome 5	Religious Education Level 2
Foundation Phase Outcome 6	Religious Education Level 3

## Outcome 1

Pupils recognise themselves, familiar people, places and objects in pictures/stories and show knowledge of daily routines. Pupils use words, signs or symbols to communicate observations about familiar religious stories and artefacts. With encouragement, pupils begin to communicate about how they feel and about experiences such as visits to special buildings, festivals and celebrations.

## Outcome 2

Pupils respond to open questions about their feelings and experiences ('what?', 'where?'). They offer their own ideas, sometimes making connections/predictions. Pupils handle and explore artefacts and show some knowledge of special people, books, and places of worship. They respond to stories and events, past and present. They begin to identify with the feelings of others as portrayed in religious stories and events past and present.

## Outcome 3

Pupils can remember significant events in the past and anticipate events in the future. Pupils offer independent ideas and observations about things that concern them in their lives. Pupils communicate their developing knowledge of religious stories, events and objects and show some appreciation that these are special. Pupils are increasingly aware of and are sensitive to the needs of others and understand that living things should be treated with respect and shown concern.

# KEY STAGE 2

## PROGRAMME OF STUDY - SKILLS

At Key Stage 2, religious education builds on the skills, knowledge and understanding acquired during the Foundation Phase.

It fosters learners' interest and wonder in the world and human experience, stimulating them into raising and investigating deep questions that relate to their personal experiences, religion and life in general.

Learners will be given opportunities to investigate the beliefs, teachings and practices of local faith communities, those throughout Wales and those of religious believers in a global context.

Their investigations will enable them to think about and discuss deeper religious and moral questions and respect the views of others.

Learners will consider their own feelings and express their own views and opinions while recognising that others might think differently.

*At Key Stage 2 learners will develop the three core skills in a study of Christianity, Judaism and Islam. Aspects of other religions can be addressed at the school's discretion.*

<b>ENGAGING WITH FUNDAMENTAL QUESTIONS</b>	<b>CORE SKILLS IN RE</b>	
	<b>EXPLORING RELIGIOUS BELIEFS, TEACHINGS AND PRACTICES</b>	<b>EXPRESSING PERSONAL RESPONSES</b>
<p>This involves raising and responding to fundamental questions. These are human and religious questions that focus on the search for meaning, significance and value in life.</p>	<p>This includes exploring religious stories, sacred texts, celebrations, lifestyle, rituals and symbolism, which provide the perceptions of faith communities to fundamental questions.</p>	<p>This is concerned with respectful consideration and evaluation of the experiences, values and beliefs of others and the questions these raise, and the ability to express one's own feelings and beliefs.</p>
<p><b>ENGAGE</b></p>	<p><b>EXPLORE</b></p>	<p><b>EXPRESS</b></p>
<p><b>Pupils should be given opportunities to:</b></p> <ul style="list-style-type: none"> <li>ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion;</li> <li>draw on a range of evidence from religious and non-religious sources in order to consider the issues raised;</li> <li>use evidence from a range of sources effectively in order to present and support arguments and opinions;</li> <li>develop alternative explanations and suggest new possibilities;</li> <li>carry out investigation in an open-minded way and be prepared to accept challenge in the light of new information or evidence.</li> </ul>	<p><b>Pupils should be given opportunities to:</b></p> <ul style="list-style-type: none"> <li>recall, describe and begin to explain religious beliefs, teachings and practices;</li> <li>explore and make links between religious beliefs, teachings and practices;</li> <li>describe and begin to explain the impact that religion has on the lives of believers;</li> <li>identify the similarities and differences within and across religions;</li> <li>recognise and begin to interpret meaning and symbolism within religious stories, rituals, art, dance and music.</li> </ul>	<p><b>Pupils should be given opportunities to:</b></p> <ul style="list-style-type: none"> <li>express and begin to justify their own feelings and opinions in a variety of ways;</li> <li>demonstrate how their learning has affected their own ideas and views;</li> <li>consider, appreciate, empathise with and respect the viewpoints of others;</li> <li>recognise, explore and reflect on the spiritual side of life;</li> <li>use a range of religious language appropriately;</li> <li>use ICT to gain access to information and to communicate ideas.</li> </ul>

# KEY STAGE 2

## PROGRAMME OF STUDY - RANGE

Pupils should be given opportunities to develop their skills within the following contexts for study, all of which should be explored during the key stage. These should not be studied discretely but interwoven to provide opportunities for pupils to engage, explore, and express.

### THE WORLD

#### *Life and its origins*

how different creation stories attempt to explain the origin of the world. *For example, stories about the creation of the world from Christianity, Judaism and Islam.*

#### *The natural world and living things*

how religions show concern and responsibility for the world. *For example, showing concern for the environment; developing a sense of awe and wonder in nature; having a responsible attitude towards animals.*

### HUMAN EXPERIENCE

#### *Human identity*

how individuals are both similar and different to others in their beliefs. *For example, in prayers; using religious objects; attendance at places of worship.*

#### *Meaning and purpose of life*

how and why religion is considered to provide insight into the deeper questions of life. *For example, why are we here? Is there a God? What happens when we die? Is there a heaven? How should I live my life?*

#### *Belonging*

how and why religious believers express their faith and share their beliefs and practices in order to create a sense of belonging and community. *For example, worship; festivals; religious dress; joining and commitment ceremonies.*

#### *Authority and influence*

how and why different forms of authority guide, influence and inspire people's lives. *For example, sacred texts; religious leaders past and present; important people within religious traditions; codes of behaviour.*

#### *Relationships and responsibility*

how religions show the importance of personal relationships and responsibility to others. *For example, marriage in faith communities; religious views on social issues; people who have shown extraordinary acts of religious commitment and sacrifice; religious care organisations.*

#### *The journey of life*

how and why religions mark and celebrate the stages of people's lives. *For example, ceremonies at birth, coming of age, marriage, death.*

### SEARCH FOR MEANING

#### *Exploring spirituality*

how people show their belief that life can be spiritual. *For example, belief in God; prayer; feelings and emotions; meaningful experiences.*

#### *Responding to spiritual experience*

how and why people act on their spiritual experience. *For example, showing love and forgiveness; helping in the community; giving up their lives for others; expressing themselves in art, music, poetry and worship.*

#### *Developing personal beliefs and values*

how and why people come to believe in the possibility of the spiritual. *For example, experiences of God; prayer; meditation; reflection; awe and wonder.*



# KEY STAGE 3

## PROGRAMME OF STUDY - SKILLS

At Key Stage 3 religious education builds on the skills, knowledge and understanding acquired at Key Stage 2. It stimulates learners to apply a range of skills to explore their understanding and experiences of life, the world, and search for meaning.

Learners will be given opportunities to investigate the beliefs, teachings and practices of local faith communities, those throughout Wales and those of religious believers in a global context.

They will explore a variety of religious perspectives on life and relate these to fundamental questions that affect all humanity, while continuing to ask deeper and more challenging questions. Their study will include the impact of religious belief and practice upon spiritual and moral issues of a personal and global nature.

Learners will consider and reflect on their own feelings and experiences and express and justify their own views and opinions.

*At Key Stage 3 learners will develop the three core skills in a study of Christianity, Sikhism and Hinduism. Aspects of the other principal religions can be addressed at the discretion of the school.*

### CORE SKILLS IN RE

#### ENGAGING WITH FUNDAMENTAL QUESTIONS

This involves raising and responding to fundamental questions. These are human and religious questions that focus on the search for meaning, significance and value in life.

#### EXPLORING RELIGIOUS BELIEFS, TEACHINGS AND PRACTICES

This includes exploring religious stories, sacred texts, celebrations, lifestyle, rituals and symbolism, which provide the perceptions of faith communities to fundamental questions.

#### EXPRESSING PERSONAL RESPONSES

This is concerned with respectful consideration and evaluation of the experiences, values and beliefs of others and the questions these raise, and the ability to express one's own feelings and beliefs.

### ENGAGE

Pupils should be given opportunities to:

- ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion;
- draw on their own experiences and on a variety of religious and non-religious sources, in order to gather evidence and develop appropriate arguments;
- use higher order skills, formulate arguments and justify points of view, while recognising that the conclusions are only partial, inconclusive and open to different interpretations.

### EXPLORE

Pupils should be given opportunities to:

- recall, describe, and explain the religious beliefs, teachings and practices investigated;
- make and investigate the links between religious beliefs, teachings and practices to demonstrate understanding of a range of religious ideas and concepts;
- describe and give explanations for the similarities and differences within and across religions;
- explain how religion impacts on the lives of individuals, local communities and wider society;
- analyse and interpret the layers of meaning and symbolism within religious stories, rituals, art, dance and music.

### EXPRESS

Pupils should be given opportunities to:

- communicate religious ideas and concepts using reasoned argument, personal opinions and ideas in a variety of ways;
- explain how their learning about religious and spiritual experience and moral decision-making has affected their own and others' views;
- appreciate, respect, empathise with and evaluate the viewpoints of others, acknowledging similarities and differences;
- recognise and explore the spiritual aspects of life;
- use a range of religious language appropriately;
- use ICT to gain access to information and to communicate ideas.

# KEY STAGE 3

## PROGRAMME OF STUDY - RANGE

Pupils should be given opportunities to develop their skills within the following contexts for study, all of which should be explored during the key stage. These should not be studied discretely but interwoven to provide opportunities for pupils to engage, explore, and express.

### THE WORLD

#### *Life and its origins*

religious views about the origins of the world and contemporary debate about the value and purpose of life. *For example, creation stories; medical ethics.*

#### *The natural world and living things*

why religions acknowledge the importance of taking responsibility for the natural world and living things and how they put their beliefs into action. *For example, attitudes towards the environment; social action.*

### HUMAN EXPERIENCE

#### *Human identity*

exploring personal identity and how religions view humans in relation to the rest of creation. *For example, "who am I?" "made in the image of God"; free will; rights and responsibilities.*

#### *Meaning and purpose of life*

how and why religion is considered to provide insight into questions of truth, meaning, purpose and value. *For example, the purpose of life; life after death; suffering.*

#### *Belonging*

how and why people express religious identity and demonstrate commitment through worship, celebration, and lifestyle. *For example, commitment to a faith community; joining ceremonies; religious dress; festivals.*

#### *Authority and influence*

investigating sources of religious authority and their influence on the lives of believers. *For example, sacred texts; religious leaders both past and present; faith communities.*

#### *Relationships and responsibility*

how religions demonstrate rules for living, give guidance on making difficult moral decisions and recommend ways to develop personal relationships. *For example, right and wrong; key religious moral codes; religious attitudes to conflict, war and peace; religious perceptions of marriage.*

#### *The journey of life*

exploring the roles, responsibilities and commitments of religious believers at different times of their lives. *For example, birth ceremonies, food regulations, fasting, pilgrimage.*

### SEARCH FOR MEANING

#### *Exploring spirituality*

why the spiritual side of life is important to some. *For example, belief in God; do we have a soul? feelings of awe, wonder and mystery; near death experiences; feelings of transcendence; religious belief about the after-life.*

#### *Responding to spiritual experience*

how and why people act on their spiritual experience. *For example, demonstrating love, forgiveness, repentance; acts of charity; service to the community; lives sacrificed for others; expressing themselves in art, music, poetry, worship.*

#### *Developing personal beliefs and values*

how and why people search for truth, meaning and ultimate values in life and come to believe in the possibility of a spiritual dimension. *For example, experiences of God; prayer; meditation; contemplation; reflection; miracles; pilgrimage; awe and wonder; personal vision.*



# KEY STAGE 4 and POST-16 PROGRAMME OF STUDY - SKILLS

At Key Stage 4 religious education builds on the skills, knowledge and understanding acquired during key stage 3. The programme of study reflects the requirements of current GCSE qualifications, and both the KS4 and Post-16 programmes of study relate to the 14–19 Learning Core and/or other appropriate qualifications.

At Key Stage 4 and Post-16, religious education stimulates learners to engage with fundamental questions and issues that relate to their individual needs, reflect the social, moral, spiritual and religious climate of contemporary society and the modern world, and motivate and challenge their own and others' thinking.

Learners use a more extensive range of higher order skills to investigate philosophical, ethical, social, moral and religious issues and the perspectives provided by the beliefs, teachings and values of religious traditions.

As they explore their own experiences and opinions, and consider their personal responses in dialogue with others, they engage with more profound and challenging questions.

*At Key Stage 4, learners will develop the three core skills in a study of Christianity and one other principal religion of the school's choice. At Post-16, learners will study at least Christianity and Buddhism.*

ENGAGING WITH FUNDAMENTAL QUESTIONS	CORE SKILLS IN RE EXPLORING RELIGIOUS BELIEFS, TEACHINGS AND PRACTICES	EXPRESSING PERSONAL RESPONSES
This involves raising and responding to fundamental questions. These are human and religious questions that focus on the search for meaning, significance and value in life.	This includes exploring religious stories, sacred texts, celebrations, lifestyle, rituals and symbolism, which provide the perceptions of faith communities to fundamental questions.	This is concerned with respectful consideration and evaluation of the experiences, values and beliefs of others and the questions these raise, and the ability to express one's own feelings and beliefs.

ENGAGE	EXPLORE	EXPRESS
<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> <li>ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion;</li> <li>investigate fundamental questions from a variety of informed sources to evaluate a range of possibilities and begin to draw reasoned conclusions based on the evidence gathered;</li> <li>individually and with others, use a range of higher order skills to challenge preconceptions and consider possibilities;</li> <li>evaluate and justify arguments and points of view while recognising that the conclusions are only partial, inconclusive and open to different interpretations.</li> </ul>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> <li>recall, describe, and explain the beliefs, teachings and practices of the religions investigated;</li> <li>make and investigate the links between beliefs, teachings and practices to demonstrate an understanding of religious ideas and concepts;</li> <li>recognise and explain why religious concepts are interpreted in a variety of ways and are manifested in different beliefs, teachings and practices;</li> <li>evaluate critically the impact of religion on the lives of individuals, communities and society.</li> <li>analyse, interpret and evaluate the layers of meaning and symbolism within religious stories, rituals, art, dance and music</li> </ul>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> <li>communicate religious ideas and concepts using reasoned argument, personal opinions and ideas in a variety of ways;</li> <li>evaluate how learning about the varieties of religious and spiritual experience and moral decisions might impact on their own and other people's lives;</li> <li>appreciate, respect, empathise with and evaluate the viewpoints of others so that they may draw their own reasoned conclusions;</li> <li>recognise, explore and reflect on interpretations of the spiritual side of life;</li> <li>use a wide range of religious vocabulary in context and demonstrate a developed understanding of symbolism;</li> <li>use ICT and other means to gain access to information, to communicate religious concepts.</li> </ul>



# KEY STAGE 4

## PROGRAMME OF STUDY - RANGE

Pupils should be given opportunities to develop their skills within the following contexts for study, all of which should be explored during the key stage. These should not be studied discretely but interwoven to provide opportunities for pupils to engage, explore, and express.

### THE WORLD

#### *Life - its purpose and value*

the reciprocal influence and impact of religion on relationships, communities and cultures in Wales, Europe and the World. *For example, marriage customs, attitudes to the media and advertising; lifestyle tensions; relationships; conflict with the state; multi-cultural issues.*

#### *The natural world and living things*

ways in which religion inspires people to take action within the local and global community. *For example, local, national and global aid agencies; the influence of religion on citizenship; stewardship; sustainability; animal rights; sanctity of life.*

### HUMAN EXPERIENCE

#### *Human identity*

ways in which religion views what it is to be authentically human. *For example, aspects of justice, equality, fairness; conscience; altruism; consciousness.*

#### *Meaning and purpose of life*

issues of truth, meaning, purpose and value in religion. *For example, good and evil; free will; fate; suffering; innocence; hope; life after death; natural disasters; scientific and religious truth; use and abuse of wealth.*

#### *Belonging*

ways in which religion inspires commitment, engagement, dedication, reflection and aspiration. *For example, use of time; career choices; expressions of faith through action, meditation and worship;*

#### *Authority and influence*

the part played by religion in the decision making process of individuals and communities in Wales, Europe and the World. *For example, religious freedom; freedom of speech; civil rights; war and peace; abortion; censorship.*

#### *Relationships and responsibility*

the effect that religion has on the personal, social and moral development of oneself and others. *For example, rules for living; rights and duties; embracing diversity; gay rights; marriage and divorce; imposed and intrinsic responsibility; tensions between personal preference and religious duty.*

#### *The journey of life*

how religion affects the way that believers live their lives. *For example, rites of passage; religious dress; peer influence and pressure; priorities.*

### SEARCH FOR MEANING

#### *Exploring spirituality*

religious and spiritual experiences. *For example, conversion experiences; the value of a spiritual experience; contemporary cults.*

#### *Responding to spiritual experience*

how and why people act on their spiritual experience. *For example, changes in personal priorities and values; religious responses to discrimination and injustice.*

#### *Developing personal beliefs and values*

how and why people search for truth, meaning and ultimate values in life and come to believe in the possibility of a spiritual dimension. *For example, why believe in God? loss and bereavement; prayer; meditation.*



# POST-16

## PROGRAMME OF STUDY - RANGE

Pupils should be given opportunities to develop their skills within the following contexts for study, all of which should be explored during the key stage. These should not be studied discretely but interwoven to provide opportunities for pupils to engage, explore, and express.

### THE WORLD

*Life - its purpose and value*

ways in which religion emphasises the value and worth of human existence. *For example, motives, decisions and consequences; exploitation and modern slavery; fair trade/equality/justice; sanctity of life.*

*The natural world and living things*

religious justifications and objections to the use and abuse of the natural world and living things. *For example, medical ethics; interpretations of natural law; treatment of animals; organic/genetically modified.*

### HUMAN EXPERIENCE

*Human identity*

questions about religious certainty and truth in contemporary society. *For example, interpretations of God; truth and honesty in the media related to religious issues; changing views about religion throughout life;*

*Meaning and purpose of life*

ways in which religious and contemporary values and ideas influence self-worth and perception of others. *For example, media portrayal of God, religion and morality; media depiction of role models; inspirational figures and celebrities; science and religion.*

*Belonging*

Wales and the global village's implications for religion. *For example, multicultural society; pluralism; richness and diversity; global accessibility; changing values and relationships; rise of electronic communication; role of men and women in religion.*

*Authority and influence*

ways in which religious and secular authorities respond to and use the contemporary media and entertainment industries. *For example, videos and music; portrayal of violence and sexual behaviour; use and abuse of the Internet.*

*Relationships and responsibility*

the ways in which religion impacts on global harmony/discord. *For example, democracy/theocracy; liberation theology; war and peace; terrorist/martyr/freedom fighter; political stances linked to religious traditions.*

*The journey of life*

theistic and non-theistic interpretations of creation and the purpose of humanity. *For example, nature versus nurture; interpretations of fate, destiny, salvation and providence.*

### SEARCH FOR MEANING

*Exploring spirituality*

traditional and contemporary definitions and understanding of religious experience and spirituality. *For example, religious sects; is religion neurobiological and psychological?*

*Responding to spiritual experience*

the impact of religious /spiritual experience on individuals and the wider community and the responses which confirm or contest these. *For example, near death experiences; changed lifestyles; challenging traditional laws and mores; sources of religious experiences.*

*Developing personal beliefs and values*

how and why people search for truth, meaning and ultimate values in life and come to believe in the possibility of a spiritual dimension. *For example, revelation; faith, doubt and disbelief; mysticism; spiritualism; meditation.*



# LEVEL DESCRIPTIONS

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Engaging with fundamental questions

Exploring religious beliefs, teachings and practices

Expressing personal responses

## LEVEL 1

Pupils talk about their own experiences, the world around them and aspects of religion. They recall and respond to some basic religious beliefs, teachings and practices investigated. They show some awareness that these aspects of religion are special. They recognise that their feelings, actions and opinions may be similar to or different from those of other people. On occasion, they use simple religious vocabulary appropriately to express their ideas.

## LEVEL 2

Pupils ask questions about their own experiences, the world around them and aspects of religion, and suggest some answers. They recall and communicate simply some of the basic religious beliefs, teachings and practices investigated. They suggest, in simple terms, why these aspects of religion are important to some people. They talk in simple terms about their own feelings, actions and opinions and those of other people. They use simple religious vocabulary appropriately.

## LEVEL 3

Pupils discuss the questions raised by their own experiences, the world around them and aspects of religion, giving their own opinions. They describe some of the basic religious beliefs, teachings and practices investigated. They describe how some of these aspects of religion affect believers' lives. They describe their own feelings, actions and opinions, and in simple terms comment on the viewpoints of others. They begin to recognise that religious symbols carry meaning, and use religious vocabulary appropriately.

## LEVEL 4

Pupils discuss their own and others' responses to questions about life, the world around them and religion. They describe and begin to explain the religious beliefs, teachings and practices investigated. They give specific examples of the ways in which these aspects affect believers' lives and begin to identify the similarities and differences within religions. They explain in simple terms how their own feelings, actions and opinions differ from those of others. They recognise some religious symbols and use a range of religious vocabulary appropriately.

## LEVEL 5

Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences. They make links between the religious beliefs, teachings and practices studied, describing the impact on believers' lives and identify the similarities and differences within and across religion. They explain how their own feelings, actions and opinions affect their own lives, and describe how those of others similarly affect their lives. They use a range of religious vocabulary appropriately and demonstrate a basic understanding of symbolic language.

# LEVEL DESCRIPTIONS

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Engaging with fundamental questions

Exploring religious beliefs, teachings and practices

Expressing personal responses

## LEVEL 6

Pupils draw on a variety of informed sources and their own experiences in order to present evidence and develop appropriate responses to fundamental questions. They use their understanding of the links between the religious beliefs, teachings and practices investigated to consolidate their understanding of religion and to explain differing religious viewpoints. They explain the relationship between their own beliefs and actions. They also explain the relationship between other people's beliefs and actions. They use a range of religious vocabulary appropriately and demonstrate an understanding of symbolism and symbolic language.

## LEVEL 7

Pupils investigate fundamental religious and moral questions from a variety of religious perspectives and begin to draw reasoned conclusions. They apply a wide range of religious concepts to a variety of beliefs, teachings and practices. They accurately explain and justify the reasons for the range of viewpoints held by religious people. They consider the implications of their own beliefs and actions, compare these to other people and draw balanced conclusions. They use a range of religious vocabulary appropriately and are able to explain the symbolic meaning of religious objects, actions and/or language.

## LEVEL 8

Pupils investigate fundamental religious and moral questions, evaluate a range of possibilities and draw rational conclusions based on evidence gathered. They demonstrate an understanding of a wide range of religious concepts, including various perspectives on beliefs, values and traditions within the religions studied. They evaluate the various aspects of religion and explain how these affect the lives of individuals, communities and society. They investigate the religious concepts studied, evaluating their own and other people's viewpoints through reasoned argument and evidence. They use a wide range of religious vocabulary appropriately and demonstrate a developed understanding of symbolic language.

## EXCEPTIONAL PERFORMANCE

Pupils acknowledge that fundamental religious questions are often complex and that answers are often partial and inconclusive. They analyse and give reasons for the different perspectives held concerning the beliefs, values and traditions of the religions studied, recognising the differences between religions and appreciating the tension of unity and plurality within each religion. They have a detailed knowledge and understanding of the behaviour and beliefs of adherents of various faith systems. In relation to the religious and moral concepts studied, they express well-considered opinions of the viewpoints of others based on in-depth investigation. They use an extensive range of religious vocabulary appropriately and demonstrate a well-developed understanding of symbolic language.