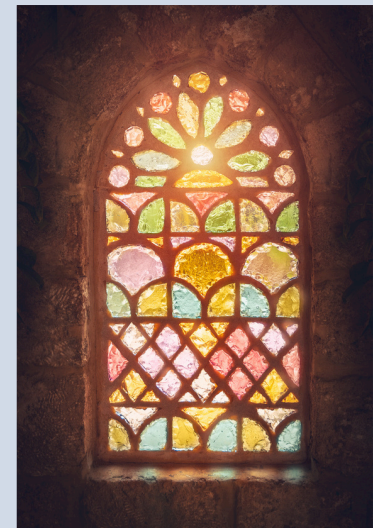
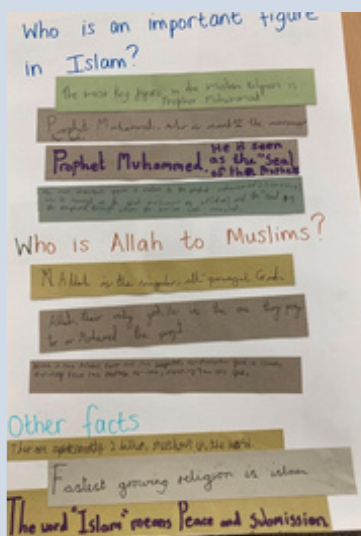
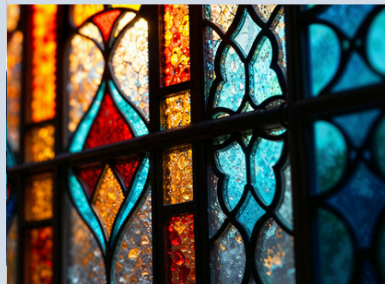
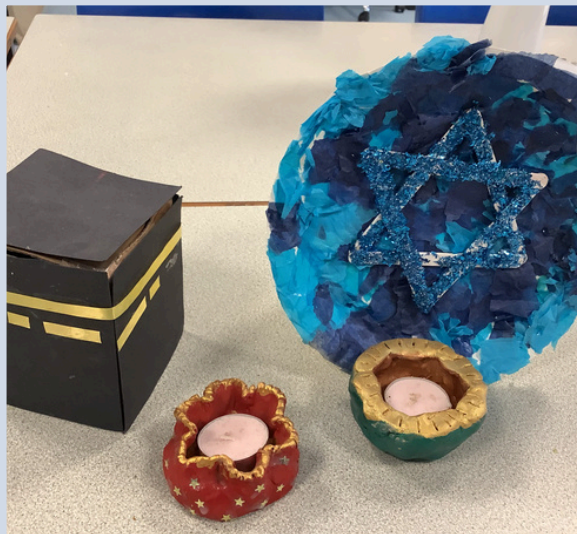
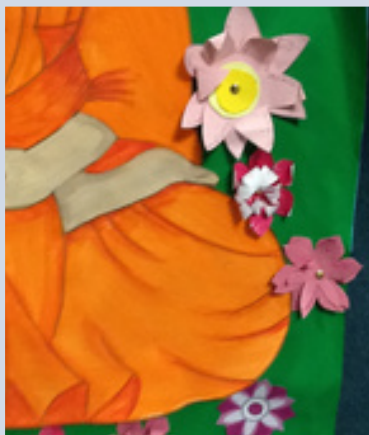
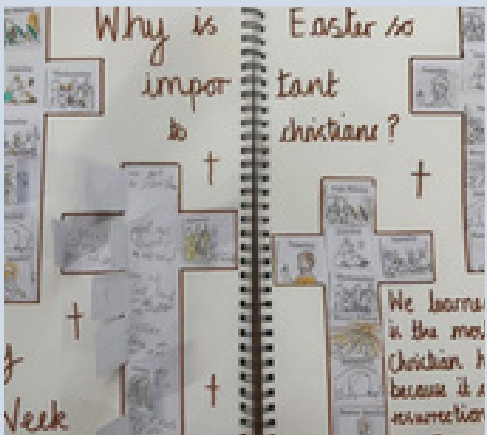
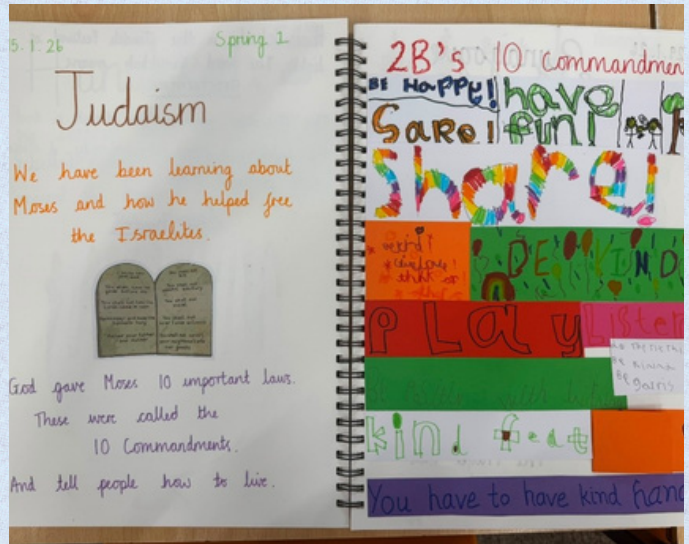
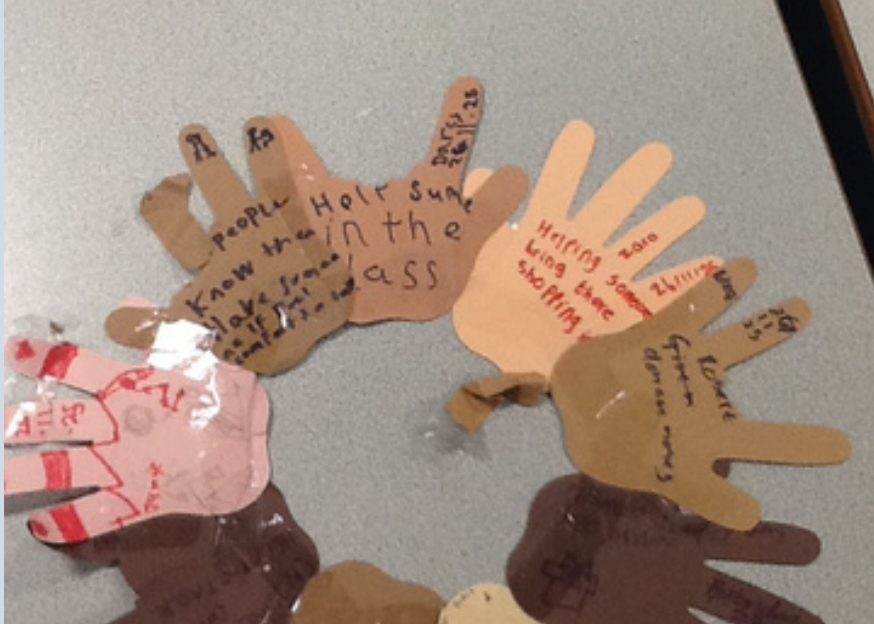


Agreed Syllabus for Religious Education 2026-2031





FOREWORDS | The Newcastle Agreed Syllabus 2026 - 2031

I am pleased to introduce this Agreed Syllabus for Religious Education, which sets out the statutory framework for the teaching of Religious Education in community and voluntary controlled schools across the City of Newcastle. Whilst academies are able to put in place their own syllabus, I warmly encourage the use of the syllabus across all schools in our city as a shared framework that supports consistency, quality and ambition for pupils.

Religious Education has an important contemporary role in the education of children and young people. In a diverse, multicultural and increasingly connected society, Religious Education helps pupils to understand the world around them, to engage thoughtfully with different religions, beliefs and world views, and to develop the knowledge, confidence and respect needed to live well alongside others.

For the City of Newcastle, this matters deeply. Our city is shaped by people, communities, cultures and traditions that bring richness and strength to civic life. Religious Education supports children and young people to understand that diversity, to ask thoughtful questions, to develop religious literacy and discernment, and to reflect on their own values, beliefs and responsibilities.

As an academic subject, Religious Education also has a clear educational purpose. It builds critical thinking, supports respectful discussion and helps pupils make sense of complex issues relating to faith, belief, identity and belonging. It is therefore central to preparing young people to grow up, learn and contribute in the City of Newcastle and in the wider world.

This revised syllabus is intended to be clear, accessible and practical for schools. It supports teachers to understand their statutory responsibilities and provides a coherent structure across key stages, while continuing to build on the strengths of the previous syllabus.

I would like to thank everyone who has contributed to the development of this syllabus, particularly Newcastle SACRE and the members of the working group. Their commitment, expertise and collaboration have ensured that the City of Newcastle has a syllabus that reflects both our statutory duties and our wider ambition for children and young people.

Paul Shadforth

Assistant Director: Education

As the new Chair of Newcastle SACRE I am pleased to recommend this revised Agreed Syllabus for RE in Newcastle schools. I also recommend that academies in Newcastle adopt this Agreed Syllabus to support a consistent approach to the delivery of Religious Education.

It is a privilege and a joy to serve the teachers and pupils of Newcastle. The aim of SACRE is to support teachers in all key stages, by developing a syllabus which will stimulate curiosity and a wider understanding of the world we live in.

Newcastle SACRE exists to assist teachers of RE to help pupils have a better understanding of religious and non-religious worldviews. Newcastle has a diverse community and it is important that our young people see their place in our city and are able to appreciate other points of view as well as demonstrating knowledge of religious and non-religious worldviews.

This revised syllabus is based firmly on consultation and discussion. The previous Chair of Newcastle SACRE, Deanna Van der Velde, worked tirelessly with the teachers and pupils of Newcastle and guided SACRE to develop the previous syllabus. This updated version is a workable and dynamic RE syllabus which embraces a wide range of world views, issues and beliefs. I am particularly pleased with the focus on encouraging pupils to discuss and debate relevant concerns.

The Newcastle SACRE team consists of representatives from the major faiths and worldviews as well as practicing teachers, all dedicated to improving the teaching of RE in our schools. Our hope is to enhance the spiritual, moral and cultural lives of our young people.

Paul Hopper

Chair of Newcastle SACRE

The Newcastle Agreed Syllabus for 2026 - what's different?

This syllabus has been developed from the previous syllabus used in Newcastle. Many of the features of the previous syllabus from 2020-2025 remain, recognising that good practice and extensive planning already exists in schools in Newcastle.

Key questions

For Key Stages 1 – 5, the order has been changed so that key questions come first, showing how these match to the key requirements. Key overarching questions have been established for each requirement.

Changes to EYFS and SEND

The syllabus takes into account the Early Years Statutory Framework (July 2025, effective 01 September 2025) and Development Matters 2021. To make adaptations for SEND, teachers can refer to the DfE Engagement Model (<https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model>) (updated April 2024). Pupils can be introduced to RE content from the syllabus through the five areas of engagement: exploration, realisation, anticipation, persistence and initiation.

Units of Work

The **non-statutory** schemes of work have been retained in recognition that they continue to provide clear guidance for teachers in specific areas, including Judaism, and continue to be available. It is important to make the distinction between the **statutory** content of the Agreed Syllabus and the **non-statutory** units of work; it is essential that schools ensure coverage of the Agreed Syllabus without relying on the units of work.

Assessment

Assessment should be based on progress towards the requirements (A1 to C3). Schools need to report to parents at the end of each key stage, showing progress towards the end of key stage statement. Assessment should be based on progress made throughout the syllabus. Pupils' progress and development should be regularly assessed throughout the year. The way pupils are assessed is for individual schools to decide.

Formative assessment should develop a clear understanding of a pupil's substantive knowledge (what they know and understand), disciplinary knowledge (the skills they have acquired), and personal knowledge (how they express ideas about the impact of RE on their own thinking and development). 'Deep and Meaningful? The religious education subject report' (17 April 2024) (<https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report#recommendations>) states that schools should:

- be ambitious for pupils to develop all aspects of knowledge: substantive, ways of knowing and personal knowledge. They should make sure that teachers have high expectations of what pupils will know and remember
- provide opportunities for pupils to review and build on important knowledge over time. They should make sure that pupils use the knowledge that they gained in previous years as the curriculum becomes increasingly more complex and demanding
- ensure that teaching specifically develops pupils' knowledge of the complexity of religious and non-religious traditions
- develop manageable assessment methods that move beyond the simple recall of factual information. They should check that pupils recall and understand the intended curriculum over time and that the domain of their knowledge is expanding

THE LEGISLATIVE FRAMEWORK FOR RE

The 1988, 1993, 1996 and 2002 Education Acts are among the acts of Parliament which define the current legislative framework for RE. The requirements of the legislation apply to all registered pupils and students of compulsory school age in maintained schools, including those in the sixth form, **except those withdrawn from all or part of RE by their parents, or withdrawing themselves if they are aged 18 or over.**

Academies and free schools are contractually required, through the terms of their funding, to make provision for the teaching of RE to all pupils and students on the school roll.

The main requirements of the legislation are as follows:

- Every maintained school in England must provide a basic curriculum comprising of the National Curriculum, RE and Relationships and Sex Education (RSE).
- A locally agreed syllabus will 'reflect the fact that the religious traditions of Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions and worldviews represented in Great Britain' ('the other principal religions' are commonly, but not universally, understood to be Buddhism, Hinduism, Islam, Judaism and Sikhism).
- An Agreed Syllabus, and Religious Education taught according to it, must not be designed to promote any particular religion or worldview.
- The requirement to teach RE does not apply to nurseries or nursery classes in maintained schools.
- RE will otherwise be taught to all pupils and students in full-time education (this is generally understood to be pupils in reception classes to students in sixth forms, if a sixth form exists), except for those withdrawn from all or part of RE by their parents, or withdrawing themselves if they are aged 18 or over.

- Where a pupil or student has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil or student to receive. Such RE can be provided at the school in question, or the pupil or student can be sent to another school where suitable RE is provided, if this is reasonably convenient. If neither approach is practicable, external arrangements can be made to provide the pupil or student with the kind of RE that the parent wants, and the pupil or student may be withdrawn from school for a reasonable period of time to allow them to attend such RE. External arrangements for RE are allowed as long as the local authority (LA) is satisfied that any interference with the pupil's or student's attendance at school resulting from the withdrawal will affect only the start or the end of a school session.
- As far as is practicable, RE will be taught to pupils and students with special needs and to pupils and students in special schools.
- Teachers have the right to withdraw from teaching RE.
- RE in community, foundation and voluntary-aided or voluntary-controlled schools without a religious character, and foundation and voluntary-controlled schools with a religious character, will be taught in accordance with the locally agreed syllabus.
- However, where a parent of any pupil or student at a foundation or voluntary-controlled school with a religious character requests that RE is provided in accordance with the provisions of the trust deed relating to the school (or, where there is no provision in the trust deed, in accordance with the religion or denomination mentioned in the order designating the school as having a religious character), the governors must make arrangements for ensuring that RE is provided to the pupil or student in accordance with the relevant religion for up to two periods a week, unless they are satisfied that there are special circumstances which would make it unreasonable to do so.
- RE in voluntary-aided schools with a religious character is determined by the governors in accordance with the provisions of the trust deed relating to the school, or, where there is no provision in the trust deed, with the religion or denomination mentioned in the order designating the school as having a religious character.
- While exploring responses to ultimate questions, non-religious worldviews, such as Humanism, should also be considered (as per section 10 of the Equality Act 2010.)

An Agreed Syllabus Conference (ASC), convened in every LA, produces the agreed syllabus and recommends it to the LA. An ASC must be unanimous when recommending the syllabus for adoption. An ASC comprises of the four committees which make up the LA's Standing Advisory Council on Religious Education (SACRE). In other words, an ASC comprises of committees representing the Church of England, other Christian denominations and religions, teachers' associations and the LA itself. Each committee has a single vote no matter how many people belong to it. A majority within each committee decides how the committee's single vote will be cast.

- Once the agreed syllabus has been adopted by the LA, the programmes of study in the syllabus set out what pupils and students must be taught.
- Because the syllabus is locally rather than nationally agreed, RE is not part of the National Curriculum but a component of the basic curriculum.
- The RE provided must be non-denominational. In other words, when examining a religion, teachers must not teach about the religion as if only one manifestation of the faith exists or is representative of the whole. Consequently, it is unlawful to teach about Christianity only by examining, say, Anglicanism or Roman Catholicism.
- An agreed syllabus must not be used to convert pupils or students, or to urge a particular religion or religious belief on pupils or students.
- A locally agreed syllabus must be reviewed no longer than once every five years.

OUR VISION FOR RELIGIOUS EDUCATION | AN AGREED SYLLABUS FOR THE OPPORTUNITIES AND CHALLENGES WE FACE TODAY

It is one of the core tasks of education to enable each pupil and student to understand, reflect on and develop their own personal worldview. This is a whole-school responsibility, and the explicit, academic study of worldviews, whether religious or otherwise, is an essential part of it. Through understanding how worldviews are formed and expressed at both individual and communal levels, the ways in which they have changed over time, and their influence on the actions of individuals, groups and institutions, young people come to a more refined and profound understanding of their own worldview - whatever this happens to be - as well as those of others. Currently, this study takes place mainly through RE.

Studying religious and non-religious worldviews gives young people the opportunity to develop the knowledge, understanding and motivation they need to engage with important aspects of human experience including the religious, spiritual, cultural and moral. Such study provides an insight into the sciences, the arts, literature, history and contemporary local and global social and political issues. It enables young people to have better friendships and develop greater respect and empathy for others. Learning about worldviews helps young people to deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes. In an increasingly diverse society, understanding religious and non-religious worldviews has never been more essential than it is now.

RE in schools has not always reflected the full diversity and changing nature of worldviews. Although different traditions and denominations are often taught, this can sometimes oversimplify the wide range of beliefs, practices and experiences that exist within religions. As a result, RE may unintentionally reinforce stereotypes rather than challenge them. It is important that the teaching of religious and non-religious worldviews accurately reflects their diversity, complexity and how they have developed and changed over time.

Understanding what religion is, and how religious and non-religious worldviews are formed and expressed, is an important part of RE. Learning about specific religions and non-religious worldviews alone is not enough. Pupils also need to understand how worldviews are studied and how to apply their learning to beliefs and perspectives they may not have encountered before. This understanding helps pupils recognise that worldviews can vary greatly, even among people who belong to the same faith or belief community. Individuals may place different levels of importance on particular beliefs, values or practices. As pupils mature, they can also explore how ideas about religion and belief have developed over time and how they are understood and debated in society today.

Worldviews are not fixed or unchanging. Religious and non-religious beliefs develop over time and are often influenced by one another. There are many connections and shared ideas between different worldviews, which RE should recognise when studying both their history and how they are expressed today.

Interactions between individuals and institutions, communities, religions, cultures, and/or traditions are complex. People are influenced by a whole range of factors, not just their adherence to a religious or non-religious worldview, and often exercise a certain amount of freedom of choice and thought.

People may identify with a religious or non-religious worldview because of their emotions, experiences, relationships or sense of belonging, rather than simply because they agree with a particular set of beliefs. While beliefs and ideas may be important for some people, for others it may be their values, way of life, practices or overall outlook on the world that matters most. RE should recognise that people express and experience their worldviews in different ways.

The study of worldviews in school draws on knowledge from a range of subjects and areas of learning. Pupils should have opportunities to explore how religious and non-religious worldviews develop, influence people's lives and shape society. Wherever possible, links should be made with other subjects to deepen understanding and enrich learning.

Religious Education, British Values and SMSC

Religious Education (RE) plays a significant role in promoting British Values by helping pupils develop an understanding of diversity, respect for others, critical thinking skills and the ability to participate positively in modern British society. Through the study of religious and non-religious worldviews, RE supports and promotes the four fundamental British Values: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

RE provides opportunities for pupils to deepen their knowledge and understanding of a range of religions, beliefs and worldviews while supporting them in developing their own values, identity and perspectives. By exploring questions about meaning, purpose, morality and belief, pupils gain insight into the spiritual, cultural, ethical and social dimensions of human experience.

Through discussion, enquiry and reflection, pupils develop the knowledge and skills needed to engage thoughtfully with a diverse society. They learn to consider different viewpoints, challenge stereotypes, evaluate evidence and express their own ideas with confidence in a safe, respectful and inclusive environment. RE encourages pupils to listen carefully to others, participate in discussion and debate, and recognise that differing opinions can be expressed and considered respectfully.

The subject also supports the development of positive relationships by fostering empathy, understanding and respect for others. By learning about a wide range of religious and non-religious worldviews, pupils become better equipped to engage with sensitive issues,

appreciate diversity and respond thoughtfully to different beliefs and experiences. RE promotes inclusion and helps pupils recognise and challenge prejudice, discrimination and stereotypes.

Through RE, pupils learn that the law protects the rights and freedoms of individuals, including the freedom to hold, express and practice religious and non-religious beliefs. They explore how laws, beliefs and values influence moral and ethical decision-making in society and gain an understanding of the responsibilities that accompany individual rights and freedoms.

Mutual respect and tolerance are at the heart of RE. Pupils learn to appreciate the beliefs, traditions and practices of others while recognising that people may hold views different from their own. They are encouraged to treat all individuals with dignity, fairness and respect, developing the confidence to engage positively with others in both local and global communities.

RE contributes significantly to pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Through reflection, discussion and the exploration of diverse beliefs and experiences, pupils develop self-awareness, ethical understanding, cultural appreciation and social responsibility. This equips them with the knowledge, skills and attitudes needed to thrive in an increasingly diverse and interconnected world.

Oracy

A focus on oracy will support students to discuss and debate sensitive topics in RE with respect and is strongly encouraged in the delivery of RE lessons to help students to develop the clarity with which they articulate their thoughts, listen and engage with different viewpoints. Students will demonstrate mutual respect when sharing their opinions and personal experiences. Oracy encourages students to explain their ideas about beliefs, practices and forms of expression and in turn, ask and answer ethical questions.

Oracy helps students develop critical thinking and reasoning skills by encouraging them to express their ideas clearly and engage with a range of perspectives. It also builds confidence in using subject-specific vocabulary and supports a deeper understanding of complex topics.

RELIGIONS AND WORLDVIEWS TO BE STUDIED

To comply with current statutory requirements and contemporary perceptions of best practice in RE:

- Christianity will be studied in every Key Stage;
- the other principal religions represented in Great Britain (in the agreed syllabus, the other principal religions are Buddhism, Hinduism, Islam, Judaism and Sikhism) will be studied by the end of Key Stage 3;
- other religions and non-religious worldviews will be studied by the end of Key Stage 3, especially if they have a presence in the school, locality or region.

The religions identified for each Key Stage below have been selected to ensure that pupils and students study all the principal religions by the end of Key Stage 3, and at least one principal religion of South Asian origin by the end of Year 6.

Schools must take account of the religions and non-religious worldviews of all their pupils and students when planning their RE programmes of study and it is therefore expected that the religions and non-religious worldviews of all pupils and students will be addressed at some point during their school careers, even if such religions and worldviews are addressed only briefly. However, it is important that schools teach the religions and non-religious worldviews that **must** be taught at each Key Stage to ensure balance, continuity and progression, and to promote respect and understanding among pupils and students of all faiths and none.

It is essential that RE provides pupils and students with a safe and supportive environment in which to express their beliefs, opinions and ideas openly and confidently. To ensure that ALL pupils' and students' voices are heard, and that RE is broad, balanced and inclusive, it is essential that opportunities exist for pupils and students to also study, by the time they complete Key Stage 4:

- other religious traditions such as the Baha'i Faith, Jainism, Paganism and Zoroastrianism;
- a non-religious worldview such as Humanism;
- a philosophy such as ethical veganism.

Pupils and students must also study how religions and non-religious worldviews relate to each other, thereby recognising similarities and differences within and between them. Moreover, they should have opportunities to reflect on:

- the significance of interfaith dialogue;
- the contribution religions and worldviews make to community cohesion and challenging racial and religious prejudice and discrimination;
- the fundamental British values;
- extremism, radicalisation and other safeguarding matters.

RELIGIONS AND WORLDVIEWS TO BE STUDIED

Key Stage	Religions and worldviews that MUST be taught	Religions and worldviews that MAY be taught
Key Stage 1	Christianity, Judaism and Islam A religious community other than those studied above with a significant presence locally or in the North-East (such as Buddhism, Hinduism, or Sikhism)	The Baha'i Faith, Jainism, Paganism, Zoroastrianism, a non-religious worldview such as Humanism.
Key Stage 2	Christianity, Judaism, Hinduism and Islam A religious community other than those studied above with a significant presence locally or in the North-East (such as Buddhism or Sikhism) A non-religious worldview such as Humanism	The Baha'i Faith, Jainism, Paganism, Zoroastrianism, a non-religious worldview. Schools should select for study additional religions or worldviews especially if they are subscribed to by pupils in the school or by people in the wider community.
Key Stage 3	Christianity, Sikhism and Buddhism A religious community other than those studied above with a significant presence locally or in the North-East (such as Hinduism, Islam or Judaism) A non-religious worldview such as Humanism	The Baha'i Faith, Jainism, Paganism, Zoroastrianism, any other religion or non-religious worldview deemed appropriate, especially if subscribed to by pupils/students in the school or by people in the wider community, a philosophy such as ethical veganism.
Key Stage 4	Ideally, RE at this Key Stage will be taught according to nationally recognised exam board syllabuses leading to accredited qualifications in RE/RS. The religions and non-religious worldviews studied in such syllabuses will be deemed to have met the requirements of the Agreed Syllabus. All known exam board syllabuses require at least some study of Christianity. Students not taught exam board syllabuses of this nature must study Christianity at some point during the Key Stage.	The Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Paganism, Sikhism, Zoroastrianism, a non-religious worldview such as Humanism, any other religion or worldview deemed appropriate, especially if subscribed to by students in the school or by people in the wider community, a philosophy such as ethical veganism.
Key Stage 5	Ideally, RE at this Key Stage will be taught according to nationally recognised exam board syllabuses leading to accredited qualifications in RE/RS. The religions and non-religious worldviews studied in such syllabuses will be deemed to have met the requirements of the Agreed Syllabus. All known exam board syllabuses require at least some study of Christianity. Students not taught exam board syllabuses of this nature must study Christianity at some point during the Key Stage.	The Baha'i Faith, Buddhism, Hinduism, Islam, Jainism, Judaism, Paganism, Sikhism, Zoroastrianism, a non-religious worldview such as Humanism, any other religion or worldview deemed appropriate, especially if subscribed to by students in the school or by people in the wider community, a philosophy such as ethical veganism.

RELIGIONS AND WORLDVIEWS TO BE STUDIED

CURRICULUM TIME

It has never been specified how much time must be devoted to subjects in the National Curriculum. For this reason, the Agreed Syllabus for RE does not specify how much time must be devoted to RE per annum or Key Stage. However, if the statutory requirements are to be addressed in a suitably broad and balanced manner, schools should aim to devote the following amount of time to the subject:

Key Stage 1 36 hours per year

Key Stage 2 39 hours per year

Key Stage 3 45 hours per year

Key Stage 4 45 hours per year or a minimum of 70 hours across the Key Stage

Key Stage 5 about 2.5% of contact time per year

Collective worship is NOT part of the taught day and therefore cannot be considered part of the recommended time for teaching.

Syllabus Requirements by Key Stage

Early Years	Key Questions
Requirement 1 – Communication and Language	What are some important stories linked to festivals and different traditions?
Requirement 2 – Personal, Social and Emotional Development	What does it mean to belong?
Requirement 3 – Understanding of the World	How do people show thankfulness?
Requirement 4 – Expressive Arts and Design	How do festivals and stories inspire ideas, thoughts and feelings?
Requirement 5 – Literacy and Mathematics	What objects and artefacts are important in a religion or culture?
Key Stage 1	Key Questions
REQUIREMENT A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	What are the important beliefs and practices in religions and non-religious worldviews? What is important about festivals celebrated throughout the year?
REQUIREMENT A2: Retell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.	What do religious stories say and what are their meanings? What books are important and why?
REQUIREMENT A3: Recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities.	Why are symbols and artefacts important? How are stories important to followers of religious and non-religious worldviews?
REQUIREMENT B1: Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.	What do individuals and communities do to belong to a community and why? Why do people visit places of worship or other special places?
REQUIREMENT B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	What gives identity and belonging? What do people wear to confirm their identity or sense of belonging?
REQUIREMENT B3: Notice and respond sensitively to some similarities between different religions and non-religious worldviews.	What is the same and what is different between religions and non-religious worldviews?

REQUIREMENT C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions.	What do different people believe about God?
REQUIREMENT C2: Find out about and respond with ideas to examples of co-operation between people who are different.	How can people co-operate to make the world a better place?
REQUIREMENT C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.	What do religions and non-religious worldviews say about right and wrong? What are values to live by?
Key Stage 2	Key Questions
REQUIREMENT A1: Describe and make connections between different features of the religions and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	What is the importance of pilgrimage? What are the celebrations that mark important points in life?
REQUIREMENT A2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	How are books used as sources of knowledge, understanding and wisdom? How are some religious stories linked?
REQUIREMENT A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning	What beliefs, symbols and actions are used to express meaning?
REQUIREMENT B1: Observe and understand different religions and non-religious worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.	What is the meaning and significance of buildings, both religious and civic, to support values and beliefs? How do followers of a worldview express their identity?
REQUIREMENT B2: Understand the challenges of commitment to a community of faith or belief and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	How did beliefs, values and commitments shape the way key religious people lived? What does it mean to be part of a community of faith or belief?

REQUIREMENT B3: Notice and respond sensitively to some similarities between different religions and non-religious worldviews.	How are different religions and non-religious worldviews similar?
REQUIREMENT C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art, poetry or reasoned argument.	What do different people believe about belonging, meaning, purpose and truth?
REQUIREMENT C2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, shared values and respect for others.	What do religious and non-religious worldviews say about equal rights and opportunities? What do religious and non-religious worldviews say about living together in peace?
REQUIREMENT C3: Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response.	What can we learn about how and why people undertake charitable work? What are important rules to live by?
Key Stage 3	Key Questions
REQUIREMENT A1: Explain and interpret how religions and non-religious worldviews influence individuals and communities through their beliefs and practices, in order to evaluate the reasons why some people support, and others question these influences.	What is the impact of beliefs and practices? What impact have leaders, thinkers or founders of religion and non-religious worldviews had on the world? What does it mean to be spiritual?
REQUIREMENT A2: Explain and interpret a range of beliefs, teachings and sources of wisdom and authority, including experience itself, in order to understand religions and non-religious worldviews as ways of seeing the world.	What does it mean to live a good life? How do beliefs, teachings and sources of wisdom provide guidance?
REQUIREMENT A3: Explain how and why individuals and communities express their beliefs and values in different ways, enquiring into the variety, differences and relationships that exist within and between them.	How are beliefs similar and different and what is the value of difference? How do beliefs shape practices?

REQUIREMENT B1: Explain and evaluate from different perspectives (e.g. that of an atheist, a sociologist, a theologian) dimensions of religions and non-religious worldviews which they encounter, such as sources of authority, beliefs, practices and key values	How does a worldview help shape perspectives and deal with matters of life?
REQUIREMENT B2: Observe and interpret a wide range of ways in which commitment and identity are expressed. They analyse and evaluate controversial issues about commitment to religions and non-religious worldviews, accounting for the impact of diversity within and between communities.	How are commitment and identity expressed? What are the barriers to expressions of belief?
REQUIREMENT B3: Consider and evaluate the question: What is religion? They analyse the nature of religion using the main disciplines by which religion is studied.	What is religion?
REQUIREMENT C1: Explore some of the ultimate questions raised by human existence, making well-informed and reasoned personal responses, and expressing insights that draw on a range of examples including the arts and the media.	What are the ultimate questions raised by human existence?
REQUIREMENT C2: Examine and evaluate issues about community relations and respect for all in the light of perspectives from different religions and non-religious worldviews.	How can communities exist in societies with many different religions and beliefs? How do different worldviews about life compare and how do they interact with one another?
REQUIREMENT C3: Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal responses. They use reasoning which may draw on a range of examples from real life, fiction or other forms of media.	How do religions and non-religious worldviews respond to moral and ethical issues? How does a worldview provide an ethical framework?
Key Stage 4	Key Questions
Requirement All students will extend and deepen their knowledge and understanding of religions and non-religious worldviews, reflecting	How do different worldviews present globally? How do beliefs develop and change over time?

local, national and global contexts. Building on their prior learning, they will appreciate and appraise the nature of different religions and non-religious worldviews in systematic ways. They will use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualise and analyse the religions and non-religious worldviews they encounter. They will research and investigate the influence and impact of religions and non-religious worldviews on the lives and values of individuals and groups and evaluate their impact on current affairs.	Why is interpretation important? How do religion and non-religious worldviews shape our sense of morality?
Key Stage 5	Key Questions
Requirement All students will extend and deepen their knowledge and understanding of religions and non-religious worldviews, reflecting local, national and global contexts. They will appreciate and appraise the beliefs and practices of different religions and non-religious worldviews with an increasing level of discernment and sophistication based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions. They will use some of the different disciplines of Religious Studies (e.g. textual study, philosophical and sociological approaches) to analyse the nature of religion.	What is the position of religion in the world? What philosophical perspectives underpin beliefs? Is concern about climate change a religious belief? What are the different attitudes to peace and justice? How do worldviews approach equality? Should religion and law be separated?

RELIGIOUS EDUCATION IN THE EARLY YEARS FOUNDATION STAGE

In the EYFS stage, children will encounter religions and non-religious worldviews through special people, books, times, places and objects, and by visiting places of worship. They will listen to and talk about stories. Children will be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

RE will, through planned, purposeful play, and through a mixture of adult-led and child-initiated activities, provide the following opportunities for children.

REQUIREMENT 1 | COMMUNICATION AND LANGUAGE

Key Question: What are some important stories linked to festivals and different traditions?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

How people show feelings for one another;

Stories such as The Nativity Story, The Miracle of Oil Story, The Rama and Sita Story and/or The Story of the Animals told at Chinese/Lunar New Year;

Important stories linked to different festivals, religions and/or cultures;

How to communicate in different ways and give expression to their thoughts and feelings.

Possible questions/activities:

How do people show their feelings for one another?

What happens in the Nativity Story, The Miracle of Oil Story, The Rama and Sita Story and/or The Story of the Animals told at Chinese/Lunar New Year?

Think about how characters are feeling at different points within stories.

After listening to an important story linked to a festival (e.g. Christmas, Easter, Harvest, Hanukkah, Sukkot, Eid-ul-Fitr/Adha, Diwali, Wesak, Baisakhi/Vaisakhi, Chinese/Lunar New Year), what do you remember, what did you like and not like, and what thoughts and feelings did you have?

After listening to an important story linked to a festival (e.g. Christmas, Easter, Harvest, Hanukkah, Sukkot, Eid-ul-Fitr/Adha, Diwali, Wesak, Baisakhi/Vaisakhi, Chinese/Lunar New Year), can you tell or show some of the things that happened?

Children will:

- Participate in discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories when appropriate.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.
- Comment about what they have heard and ask questions to clarify their understanding.
- Answer 'who', 'how' and 'why' questions in response to stories, experiences or events from different sources; talk about how they and others show feelings.
- Develop their own narratives in relation to stories they hear from different traditions.
- Listen and respond to what they hear with relevant questions, comments and actions.
- Make comments about what they have heard and ask questions to clarify their understanding.

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REQUIREMENT 2 | PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Key Question: What does it mean to belong?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

The meaning of belonging, why belonging is important and how it is given expression;

The meaning of belonging if you are religious, why belonging is important and how it is given expression;

The meaning of friendship, why friendship is important and how it is given expression;

Who were Jesus' friends and family members;

How and why Jesus was a friend to children;

The variety of cultures and religions/non-religious worldviews among children in the class or school.

Possible questions/activities:

What does it mean to belong?

Which groups do you belong to and how do groups give you a sense of belonging?

How do people show they belong to a religious group?

Why is belonging to a religious group important to some people?

What is friendship? What are the qualities that make someone a friend?

Listen to stories from the Bible to find out about Jesus' friends and family.

Listen to stories to find out why and how Jesus was a friend to children.

Celebrate the variety of cultures and religions/non-religious worldviews among the children in the class.

Children will:

- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Work as part of a group, take turns and share fairly, and understand that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.
- Talk about their own behaviour and that of others and its consequences, and know that some behaviour is unacceptable.
- Think and talk about issues of right and wrong and why these issues matter
- Respond to significant experiences, showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Show sensitivity to others' needs and feelings, and form positive relationships.
- Managing self: Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Self-regulation: Show an understanding of their own feelings and those of others.

REQUIREMENT 3 | UNDERSTANDING OF THE WORLD

Key Question: How do people show thankfulness?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

The different things that children might be thankful for and to whom they can show thankfulness;

Why it is important to show thankfulness;

Harvest festivals in Christianity;

Sukkot in Judaism.

Possible questions/activities:

What are you thankful for and how do you show it?

Why is it important to show thankfulness?

What is a Harvest festival and how and why does one take place?

What is Sukkot and how and why does Sukkot take place?

Children will:

- Talk about similarities and differences between themselves and others, and among families, communities and traditions.
- Begin to know some similarities and differences between different religious and cultural communities in the UK and elsewhere.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.
- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in stories.

REQUIREMENT 4 | EXPRESSIVE ARTS AND DESIGN

Key Question: How do festivals and stories inspire ideas, thoughts and feelings?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

Festivals in different religions and cultures;

How festivals can inspire ideas, thoughts and feelings;

How artistic expression can be given to ideas, thoughts and feelings.

Possible questions/activities:

Hear stories or watch videos about festivals and talk about them.

What ideas, thoughts and/or feelings did you have as you learned about any of the following festivals: Christmas, Easter, Harvest, Hanukkah, Sukkot, Eid- ul-Fitr/Adha, Diwali, Wesak, Baisakhi/Vaisakhi, Chinese/Lunar New Year?

Can you express in art, music, dance, play and/or role-play any of the ideas, thoughts and/or feelings any of the festivals listed above inspired?

From what you now know about any of the festivals, religions and/or cultures you have studied, identify and then create a picture of something special, important or precious in one of them.

Explore objects/artefacts associated with different festivals/religions/cultures and why they are liked and important.

How do you feel during celebrations? How do you think others feel during festivals/celebrations and why?

Children will:

- Use their imagination in art, music, dance, play, role-play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

REQUIREMENT 5 | LITERACY AND MATHEMATICS

Key Question: What objects and artefacts are important in a religion or culture?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

Stories or poems associated with different festivals, religions and/or cultures and why the stories are liked and important;

Patterns, pictures and/or objects/artefacts associated with different festivals, religions and/or cultures and why they are liked and important;

How objects important in one festival, religion and/or culture compare and contrast with objects in another

Possible questions/activities:

What story or poem would you like to hear again about any of the festivals, religions and/or cultures listed above and why?

What are the most important things that happen in the story you have just heard again, and which part did you like the most and why?

What patterns, pictures and/or objects/ artefacts are important in any of the festivals, religions and/or cultures listed above and why?

Which patterns, pictures and/or objects/ artefacts would you like to describe or draw associated with any of the festivals, religions and/or cultures listed above?

Sort a selection of objects/artefacts important in one or more festival, religion and/or culture in more than one way.

Children will:

- Be given access to a wide range of books, poems and other written materials to ignite their interest.
- Recognise, create and describe some patterns, and sort and order objects simply.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories and during role play.

EARLY YEARS FOUNDATION STAGE VOCABULARY

Baisakhi/Vaisakhi Belonging Celebration Charity Chinese/Lunar New Year Christian Christianity Christmas Diwali Easter Eid-ul-Adha Eid-ul-Fitr Faith Feelings Festival Forgive Friend God	Golden rule Good Hanukkah Harvest Hindu Hinduism Hymn Islam Jesus Jewish person Judaism Muslim Nativity Religion Right Rules Sign	Special place Special people Sukkot Symbol Values Wrong
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Teachers may wish to refer to parts of the Newcastle City units of study entitled *The Importance of Belonging, Harvest Festivals and Friends of Jesus*, and parts of the Northumberland County units of study (Reception, Years 1, 2, 3 and 4) for Christianity, Judaism, Islam and Hinduism. All these can be accessed via the Services for Schools website.

RELIGIOUS EDUCATION FOR KEY STAGE 1

Requirements A1 – A3

Pupils will develop their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

REQUIREMENT A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Key Questions:

What are the important beliefs and practices in religions and non-religious worldviews?

What is important about festivals celebrated throughout the year?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: Some of the important beliefs associated with Judaism, Christianity, Islam, Hinduism, Sikhism and/or Humanism (e.g. beliefs about God, living the 'good' life, the afterlife); The most important practices associated with Judaism, Christianity, Islam, Hinduism, Sikhism and/or Humanism (e.g. worship, pilgrimage, charity, fasting, study); Festivals such as Hanukkah, Purim, Christmas, Easter, Eid-ul-Fitr, Eid-ul-Adha, Diwali, Holi and/or Baisakhi/Vaisakhi; Rites of passage such as naming ceremonies and initiation; How commitment to Judaism, Christianity, Islam, Hinduism and/or Sikhism shapes aspects of daily life (e.g. in terms of dress, diet, duties, responsibilities, daily routines, family life); How there are different ways to give expression to Judaism,	Possible questions/activities: What are the most important beliefs and practices that a majority of Jews, Christians, Muslims, Hindus, Sikhs and/or Humanists subscribe to and why? How does commitment to Judaism, Christianity, Islam, Hinduism, Sikhism and/or Humanism shape everyday life for people who follow the religion or non-religious worldview? What are the most important annual festivals for Jews, Christians, Muslims, Hindus and/or Sikhs and what is most important about at least two of them? What is Easter about and why is it so important to Christians? How and why is Hanukkah and/or Purim celebrated? What are the most important rites of passage for Jews, Christians, Muslims, Hindus and/or Sikhs, how is at least one conducted and what meaning does it/they have? How do non-religious people such as Humanists conduct rites of passage?
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Christianity, Islam, Hinduism and/or Sikhism; How beliefs and practices in one religion compare and contrast with beliefs and practices in at least one other religion or non-religious worldview.	What is baptism, what happens during baptism and what meaning does it have? Why do people give gifts at Christmas, Hanukkah, Eid-ul-Fitr/Adha and/or Diwali? What can you see inside a synagogue or church and how is the building used? Visit a church or synagogue (or use a 'virtual visit'). Enact stories and celebrations from Easter, Hanukkah, Eid-ul-Fitr/Adha and/or Diwali, finding out what the stories told at festivals mean (e.g. through welcoming visitors to talk about their festivals and beliefs).
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REQUIREMENT A2 Retell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.

Key Questions:

What do religious stories say and what are their meanings?

What books are important and why?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: Some of the most popular stories associated with Judaism, Christianity, Islam and/or Hinduism and some of the meanings associated with at least some of them; The content and importance of some Jewish, Christian, Muslim and/or Hindu scripture; Some of the rules to live by that help to shape Jewish, Christian, Muslim and/or Hindu identity and behaviour; Some of the ways in which doing good things can be distinguished from doing bad things in Judaism, Christianity, Islam and/or Hinduism; How there are different ways to give expression to Judaism, Christianity, Islam and/or Hinduism; How scripture, stories, rules and an understanding of morality in one religion compare and contrast with scripture, stories, rules and an understanding of morality in at least one other religion.	Possible questions/activities: What happens in one of more of the following stories and what meaning do one or more of the stories have: the Jewish and Christian Creation Story, The Muslim Creation Story, one of the Hindu Creation Stories, The Exodus, the Story of the Miracle of Oil/the Hanukkah Story, the Nativity/Christmas Story, the Easter Story, The Rama and Sita Story? Listen to and respond to stories from Jewish, Muslim or Hindu sources by identifying the values which different characters in the stories reveal, and recognise the religions from which the stories come; What is The Torah or Bible and why is it so important? What do one or more of the following books of scripture contain and what are some of the most important stories associated with them: the Torah, the Bible, the Qur'an, the Ramayana? What are some of the most important lessons people can learn from the following books of scripture: the Torah, the Bible, the Qur'an, the Ramayana? What are some of the most important rules Jews, Christians, Muslims and/or Hindus are encouraged to follow? How do Jews, Christians, Muslims and/or Hindus tell the difference between doing good things and bad things?
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REQUIREMENT A3 Recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities.

Key Questions:

Why are symbols and artefacts important?

How are stories important to followers of religious and non-religious worldviews?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: The importance of symbol in different religions and the meaning or significance attached to symbols; How symbols compare and contrast in at least two religions; Worship is an important part of life for religious people; Worship takes many forms, both within individual religions as well as when one religion is compared and contrasted with another; The importance of artefacts in different religions and the meaning or significance attached to them; How artefacts compare and contrast in at least two religions; The stories important to the followers of different religions and non-religious worldviews; The messages that the followers of different religions and non-religious worldviews get about how to behave from the stories important to them; How the messages in some important stories in different religions and non-religious worldviews compare and	Possible questions/activities: What are some important symbols associated with one of the religions you are studying and what significance or meaning do they have for people who follow the religion? What are some of the important symbols in religions? How are they the same or different to important symbols in another religion? What do people in one of the religions you are studying do when they take part in worship? How is worship in one religion the same or different to worship in another religion? What is meant by the idea of something being precious or special? What are some of the most important artefacts associated with one of the religions you are studying, what significance or meaning do they have, and how are they used during worship and/or festivals? How are some important artefacts in one religion the same or different to important artefacts in another religion? Select examples of religious artefacts from Christianity or Judaism that interest them, write or raise lists of questions about them, and find out what they mean and how they are used in festivals and worship.
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contrast.

Hear three moral stories from, for example, Christians, Hindus and Humanists, and think about whether they are saying the same things about how people should behave.

What message or messages can be found in at least two important stories in one of the religions you are studying?

Do the messages about how we should behave in stories in one religion have similarities with the messages about how we should behave in stories in another religion or non-religious worldview?

Find out about the symbols of two religious traditions, looking for similarities between the ways the religions use common symbols such as light, water, trees or rock.

Discover how and why Muslims wash, pray and submit in a daily pattern noticing similarities with another religion or non-religious worldview.

RELIGIOUS EDUCATION FOR KEY STAGE 1

Requirements B1 – B3

Pupils will develop their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

REQUIREMENT B1 Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.

Key Questions:

What do individuals and communities do to belong to a community and why?

Why do people visit places of worship or other special places?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: There are many ways of saying thank you or expressing generosity, whether people subscribe to a religion or not; Most people have a special time of the year when they celebrate the food and drink, they consume; People have many different special places, whether they subscribe to a religion or not; Houses of worship can be used for many purposes; The reason a place is special depends very much on personal circumstances; Prayer takes many forms and is important for some people and of little or no importance to others; There are many groups people belong to;	Possible questions/activities: How do you say thank you for good things that happen to you or when you are given nice food, drink or presents? How do people in two religions or two parts of the world say thank you for all the food and drink they have, or celebrate the fruitfulness of our planet? What can we learn about Harvest in Christianity, Sukkot in Judaism and Thanksgiving in the US and what is the same or different? What does it mean to be generous and how do people in different religions and non-religious worldviews give expression to generosity? What special places do you like to visit and why? What special places do religious people like to visit and why? What special places do non-religious people like to visit and why? Why do people visit churches, synagogues, mosques, mandirs,
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Everyone belongs to groups and belonging to groups has advantages and disadvantages; People can choose at least some of the groups they belong to; Groups meet individual and collective needs.	temples and/or gurdwaras? What is prayer and why do some people pray, and others never pray? Why do some people, whether with a religion or not, never visit a church, synagogue, mosque, mandir, temple and/or gurdwara? Discuss reasons why some people go to churches, mosques or synagogues often, but others never go to such buildings, and why some people pray every day, but others not at all. What different groups do you belong to and why do you like belonging to at least some of them? What do you give to different groups and what do you get in return? What groups would you like to belong to when you grow older and why? How do religious people express their sense of community? Find out about what people in different religions and non-religious worldviews do to celebrate the fruitfulness of Planet Earth (e.g. in Harvest festivals, in generosity to those in need), responding to questions about being generous.
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REQUIREMENT B2 Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Key Questions:

What gives identity and belonging?

What do people wear to confirm their identity or sense of belonging?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: How children give expression to their identity and sense of belonging, whether they belong to a religious family or not; What children do in a typical day, no matter where they live or whether their family is religious or not; The daily routine of children in different religious and non-religious families and different parts of the world; Some of the things that religious people wear, own, use or do to confirm their identity and sense of belonging; Identity and a sense of belonging have many forms; Just as two children from very similar backgrounds can have a lot that makes them different, two children from very different backgrounds can have a lot they share in common.	Possible questions/activities: What are some of the things a child will do in a typical day no matter where they live and no matter whether their family is religious or not? What are some of the things a child might do in a typical day if they belong to a religious family? What is the daily routine of a Christian, Jewish, Muslim, Hindu, Buddhist, Sikh and/or Humanist child in the UK? What is the daily routine of a Christian, Jewish, Muslim, Hindu, Buddhist, Sikh and/or Humanist child in the UK, and how and why does it contrast with the daily routine of a Christian, Jewish, Muslim, Hindu, Buddhist, Sikh and/or Humanist child in another country? What things worn, owned or used by a child confirm the child belongs to a religious family or group? Learn about the daily life of a Buddhist, Jewish or Muslim child and make an illustrated list of signs or examples of belonging such as special food, clothing, prayer, scripture, family life, worship and festivities. They also list things that show they belong; Watch a short film about the Hindu creation story and talk about different stages in the life cycle. What are the different stages in the
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	life cycle of a Hindu, and during each stage of life what are a person's priorities? What is pilgrimage? Describe an example of pilgrimage in one religion and identify how pilgrimage contributes to identity and belonging.
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REQUIREMENT B3 Notice and respond sensitively to some similarities between different religions and non-religious worldviews.

Key Questions:

What is the same and what is different between religions and non-religious worldviews?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following:

Some of the ways in which two or more of the Abrahamic religions (Christianity, Islam, Judaism) compare and contrast;

Some of the ways in which two or more of the Indian/Dharmic religions (Buddhism, Hinduism, Sikhism) compare and contrast;

Some of the ways in which the Abrahamic and Indian/Dharmic religions compare and contrast;

What some religions and non-religious worldviews believe about some of/all the following: afterlife, agnosticism, atheism, evidence, faith, fasting, festivals, God/gods, meditation, pilgrimage, prayer, reason, rites of passage.

The role of worship, pilgrimage, special places and/or artefacts/significant objects in different religions and non-religious worldviews;

Similarities as well as differences exist within and between religions and non-religious worldviews.

Possible questions/activities:

Reflect on the religions covered in KS1 and identify similarities in belief and practice between them. (Abrahamic religions (Christianity, Islam, Judaism) and Indian/Dharmic religions (Buddhism, Hinduism, Sikhism))

Compare and contrast worship, pilgrimage, rites of passage and/or special places in two religions or non-religious worldviews and identify the similarities between them.

Compare and contrast important artefacts in two religions and identify the similarities between them and how they are used.

Sort and order religious items they have encountered in Key Stage One. Identify those connected to a particular religion and which are connected to more than one religion.

Use key words (e.g. Holy, sacred, scripture, festival, symbol, humanist) to present ideas, or write about two different religions or non-religious worldviews about which they have learned.

RELIGIOUS EDUCATION FOR KEY STAGE 1

Requirements C1 – C3

Pupils will develop their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

REQUIREMENT C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions.

Key Questions:

What do different people believe about God?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: What different people believe about God and which beliefs pupils agree and disagree with; What beliefs and practices people have about worship, pilgrimage, special places, festivals and/or rites of passage; What at least two religions and non-religious worldviews have to say about some “big questions” and the extent to which pupils agree and disagree with what they say.	Possible questions/activities: What do people in at least two religions or non-religious worldviews believe about God and which of the beliefs do children agree with and why? Consider ideas people in religions and non-religious worldviews have about God. After arranging a suitable visitor to talk to the pupils, draw up a list of ‘how’, ‘what’ and/or ‘why’ questions children would like to ask about worship, pilgrimage, special places, festivals and/or rites of passage. In at least two of the religions or non-religious worldviews studied, can children find evidence for belief in God, belief in atheism, belief in an afterlife, the golden rule, caring for the environment and/or caring for people less fortunate? What have children learned about one of the religions or non-religious worldviews they have studied that will help them in their lives? Use music, art and/or poetry to respond to ideas about God in
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different religions and non-religious worldviews, expressing ideas of their own and commenting on some ideas of others.

Ask and answer a range of 'how' and 'why' questions about people practicing their religion.

Think about and respond to 'big questions' in a classroom enquiry, using as a stimulus the story of Adam and Eve or a video of children asking questions about God.

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REQUIREMENT C2 Find out about and respond with ideas to examples of co-operation between people who are different.

Key Questions:

How can people co-operate to make the world a better place?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following:

How people who are different from one another can make the world a better place;

What some religions and non-religious worldviews say about people working together;

What thoughts and/or feelings they have when they hear about different people working together to make the world a better place;

Some of the ways different people can live happily together;

The 'golden rule' and what at least one religion or non-religious worldview think about it;

Some diverse societies have strengths and other weaknesses.

Possible questions/activities:

How have people who are different from one another worked together to promote peace, improve the environment, save animals and/or provide food, shelter or healthcare to homeless people or people who have had to escape from war?

What do religions and non-religious worldviews you have studied say about people working together to make the world a better place?

What thoughts and feelings do you have when you hear about people who are different working together to make the world a better place?

Can you think of a recipe or list of rules to help people live together happily?

Discuss stories of co-operation from different traditions and sources and think of a class or school charter to make fighting and bullying less likely and kindness and caring more common.

What is the 'golden rule' and in what ways do one or more of the religions and non-religious worldviews you have studied agree and disagree with it?

Play some collaborative games and talk about how the games put the teaching of the 'golden rule' into action.

Do people who are different from one another usually live in peace or fight one another, and why?

Talk about the fact that people belong to religions and non-religious worldviews, responding to the questions: 'How can we tell what is true?' and "How can we live together when we are all so different?"

REQUIREMENT C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Questions:

What do religions and non-religious worldviews say about right and wrong?

What are values to live by?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: How stories in religions, whether scriptural or otherwise, often contain messages about right and wrong; How ideas about right and wrong compare and contrast in different religions and non-religious worldviews and among their peers; How religions and non-religious worldviews have rules and values to live by and how they compare and contrast; How God in one or more religions wants people to live; The importance and implications of right and wrong and having a set of values to live by; Their own understanding of right and wrong and values to live by.	Possible questions/activities: What messages about right and wrong can be found in two stories important in one of the religions or non-religious worldviews pupils have studied? What messages about right and wrong can be found in a story important in one religion and a story important in another one? How do the messages compare and contrast? After the pupils have selected some age-appropriate moral questions, ask them to agree what would be the right thing and the wrong thing to do. After the pupils have identified a list of values important to a religion or non-religious worldview, ask them which are the most important and which are the least important. After examining a list of rules to live by (e.g. the Ten Commandments, the Two Supreme Commandments, the Five Precepts), ask the pupils to devise their own list of rules to live by and explain why they have chosen them. Ask questions about goodness, and consider what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean. Based on what you know about God in one of the religions you have studied, how does God want people to behave? Is God always kind, caring, fair and generous?
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	From a list of values, select one they think the world needs more of today and illustrate their choice in different media. Look at how different people have expressed their ideas about God and think and talk about their own ideas about God.
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KEY STAGE 1 KEY VOCABULARY | Please see the list of Key Vocabulary for EYFS for words and phrases pupils should already have familiarity with.

Afterlife Agnostic Atheist Baisakhi Baptism Beliefs Bible Buddhism Buddhist Celebrations Charity Christianity Church Commandment Commitment Creation Diversity Eid-ul-Adha Faith Fasting Festivals Forgiveness God and/or gods Gurdwara	Heaven Hell Holi Holy House of worship Humanist Islam Jesus Judaism Laws Love Mandir Meditation Messenger Moksha Moral Moses Mosque Muhammad Mukti Naming ceremonies New Testament Nirvana Old Testament	Orthodox Parable Paradise Peace Pilgrim Pilgrimage Practices Prayer Promise Prophet Protestant Purim Qur'an Ramayana Relationship Resurrection Rite of passage Roman Catholic Rules Sacred Sacrifice Saviour Scripture Shabbat	Shrine Sikh Sikhism Sin Special place Spiritual Supernatural Symbol Synagogue Temple Thankfulness Thanksgiving Tolerance Torah Tradition Trust Truth Wesak Worship
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Teachers may wish to refer to parts of the Newcastle City units of study entitled *The Importance of Belonging*, *Harvest Festivals* and *Friends of Jesus*, and parts of the Northumberland County units of study (Reception, Years 1, 2, 3 and 4) for Christianity, Judaism, Islam and Hinduism. All these can be accessed via the Services for Schools website.

RELIGIOUS EDUCATION FOR KEY STAGE 2

Requirements A1 – A3

Pupils will extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

REQUIREMENT A1 Describe and make connections between different features of the religions and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Key Questions:

What is the importance of pilgrimage?

What are the celebrations that mark important points in life?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: Special places for them and others; Special events for them and others; Initiation and marriage ceremonies; How celebrations, festivals, worship, pilgrimage and/or rites of passage/ significant life events compare and contrast in different religions and non-religious worldviews; How people in the same religion or non-religious worldview may conduct celebrations, festivals, worship, pilgrimage and/or rites of passage/significant life events in different ways and have different reasons for doing so;	Possible questions/activities: What special places would you like to visit and why? What is pilgrimage and how is pilgrimage conducted in two religions? How does pilgrimage compare and contrast in two religions and why do people in the religions undertake pilgrimage? After studying at least one festival in two religions, what would you say are the most important reasons they are celebrated? After studying the ways that worship takes place in two religions, what would you say are the most important similarities and differences? What are rites of passage or significant life events that religions and non-religious worldviews like to celebrate and why?
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Why some of or all the above are important to people subscribing to religions and non-religious worldviews; Why some of or all the above are not important to some people.	After studying initiation in two religions, what would you say are the most important reasons for such ceremonies? What is marriage and why do some people get married and others not? After finding out how people get married in two religions or non-religious worldviews, what would you say are the most important reasons for getting married? What significant life events would you like to celebrate and why?
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REQUIREMENT A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Key Questions:

How are books used as sources of knowledge, understanding and wisdom?

How are some religious stories linked?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: Books, whether scripture or otherwise, can be sources of knowledge, understanding and wisdom; Scripture contains important knowledge, understanding and wisdom for religious people, but non-religious people can also learn lessons from it; How methods of worship compare and contrast in religions and how it can bring people together; How charitable work takes many forms for people whether they have a religion or not, but how some charities have a bigger and better impact than others; Scripture may contain knowledge, understanding and wisdom that many people may benefit from, but it is not always historically accurate; The Nativity Story, one of the world's best-known stories, exists in two versions in the same book, the Bible, but the versions differ in important ways despite some commonality.	Possible questions/activities: What books have taught you useful or important lessons in life? What are the useful lessons they have taught you? After listening to an important text from a book of scripture, what are the most important messages, ideas and/or opinions in it? Do you agree or disagree with the messages, ideas and/or opinions and why? What are some important books for world religions and non-religious worldviews? Why are they important? After listening to The Rama and Sita Story, what are the different messages in it and which ones do you most agree with and why? After finding out how people in two religions take part in worship together, list what counts as worship and describe how worship compares and contrasts in the religions. Read the Nativity Story in Matthew and The Nativity Story in Luke. What do they have in common and how do they differ? Why do you think the two stories have some things in common and some that differ? Compare and contrast both versions of the Nativity Story in the Bible. Who are the magi and what is their significance in The Nativity Story?
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REQUIREMENT A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Key Questions:

What beliefs, symbols and actions are used to express meaning?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: The many forms that worship takes among religions collectively; The diversity of worship within particular religions; The meaning and/or significance attached to aspects of worship; Some of the differences between Sunni, Shia and Sufi Muslims; How Abraham, Moses, Jesus, Muhammad, the Buddha and/or Guru Nanak are represented in art, prose, poetry, film and/or drama and why; How the concept of ahimsa shapes daily life for a Hindu; The importance of symbols for religious people in daily life; How worship, symbols and key beliefs in two religions compare and contrast.	Possible questions/activities: Based on what you know about religions, what qualifies as worship and in which religions do you encounter the worshipful actions you have identified (e.g. prayer, song, chanting, meditation, bowing, kneeling, prostration, the sharing of food, the giving of gifts to God or gods)? For one religion you have studied, identify all the forms that worship takes, describe how worshipful actions are undertaken and explain the meaning and/or significance of them. For one religion you have studied, compare and contrast how worship is done in the home with worship in the house of worship. Sunni, Shia and Sufi Muslims interpret worship in different ways. How and why? How are Abraham, Moses, Jesus, Muhammad, the Buddha and/or Guru Nanak represented in art, prose, poetry, film and/or drama, why are they represented in this way and what messages about them are emphasised? What is 'ahimsa' and how does this affect what Hindus eat and how Hindus treat animals? Describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat and how people treat animals and also express their own ideas. Identify two or more important symbols in Judaism, Christianity,
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	Islam, Hinduism, Buddhism and/or Sikhism and explore their meaning and/or significance and the role they play in religious life. For two religions you have studied, compare and contrast worship, symbols and key beliefs in such a way as to reveal similarities as well as differences. Can you relate the meaning of symbols and actions used in worship such as bowing, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings in a religion?
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RELIGIOUS EDUCATION FOR KEY STAGE 2

Requirements B1 – B3

Pupils will extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

REQUIREMENT B1 Observe and understand different religions and non-religious worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.

Key Questions:

What is the meaning and significance of buildings, both religious and civic, to support values and beliefs?

How do followers of a worldview express their identity?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

The uses made of, and the appearance, layout, external and internal features and artefacts associated with, a house of worship or significant building and how they reflect the way of life, values and/or beliefs of the community using it;

Beliefs about life after death in some religions and non-religious worldviews and how they respond to such beliefs;

How the Five Pillars provide most Muslims with a way of reinforcing their identity as Muslims;

People express their identity as a Jew, Christian, Muslim, Hindu, Buddhist, Sikh and/or Humanist in many different ways.

Possible questions/activities:

How do the design, layout, external and internal features and artefacts associated with a synagogue, church, mosque, mandir, temple and/or gurdwara reflect the way of life, values and/or beliefs of the religious community?

How do the uses made of a synagogue, church, mosque, mandir, temple and/or gurdwara reflect the way of life, values and/or beliefs of the religious community?

What buildings are important to support Humanist values and beliefs?

What beliefs do Jews, Christians, Muslims, Hindus, Buddhists, Sikhs and/or Humanists have about life after death?

Taking into account what you know about the afterlife because of the religions and non-religious worldviews you have studied, what do you believe about life after death?

	How does following the Five Pillars reinforce a sense of identity as a Muslim? What things do people do to express their identity as a Jew, Christian, Muslim, Hindu, Buddhist, Sikh and/or Humanist?
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REQUIREMENT B2 Understand the challenges of commitment to a community of faith or belief and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Key Questions:

How did beliefs, values and commitments shape the way key religious people lived?

What does it mean to be part of a community of faith or belief?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: The lives of some important contemporary or near-contemporary religious figures, the challenges they faced, and the beliefs, values and commitments that shaped how they lived; Some of the challenges that religious people and/or humanists face in the modern world and how their beliefs and values help them confront such challenges; The beliefs and values that help them face challenges in their lives; How important festivals bring people in religions together and give expression to values such as generosity and interdependence; When and how generosity, togetherness and interdependence provide help to them; The importance of values and commitments such as working hard, caring for the environment, caring for animals, providing love to family members, serving God and/or showing tolerance and respect for people who are different.	Possible questions/activities: After finding out about Rabbi Jonathan Sacks, Martin Luther King Junior, Mother Teresa, Ayatollah Khomeini, Mahatma Gandhi, the Dalai Lama, Mubarak Bala and/or Harbhajan Singh Khalsa, identify the challenges one or more faced in their lives and the beliefs, values and commitments which shaped how they lived. What beliefs and values help you face challenges in your life? What challenges do Jews, Christians, Muslims, Hindus, Buddhists, Sikhs and/or Humanists face in the modern world and how do their beliefs and values help them confront such challenges? Find out about an important festival such as Pesach/Passover, Christmas, Easter, Eid-ul-Fitr/Adha, Diwali, Vesak and/or Baisakhi/Vaisakhi and explain how it brings the religious community celebrating it together and gives expression to values such as generosity and interdependence. When are you aware that generosity, togetherness and interdependence are important and provide help to you? Select a value or commitment such as working hard, caring for the environment, caring for animals, providing love to family members, serving God and/or showing tolerance and respect for people who are different and use creative ways to give expression to the value or commitment.
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REQUIREMENT B3 Notice and respond sensitively to some similarities between different religions and non-religious worldviews.

Key Questions:

How are different religions and non-religious worldviews similar?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following:

The lives of important religious figures such as Moses, Jesus, the Prophet Muhammad, the Buddha and/or Guru Nanak;

Pesach/Passover, Lent and Holy Week;

The importance of Moses in Judaism and the importance of Jesus in Christianity;

Expressions of belonging in religions and non-religious worldviews;

The importance of prayer, meditation, reflection, festivals and special occasions;

Empathic understanding.

Possible questions/activities:

Find out about important religious figures such as Moses, Jesus, the Prophet Muhammad, the Buddha and/or Guru Nanak and the lives of people who have contributed to Humanist thought and action and identify important events in their lives.

How and why do Jewish people celebrate Pesach/Passover and why is Moses such an important figure in Judaism past and present?

How and why do Christians take Lent and Holy Week so seriously and why is Jesus such an important figure in Christianity past and present?

How do people following religions and/or non-religious worldviews show how they belong?

How do expressions of belonging in at least two religions and/or non-religious worldviews compare and contrast?

Learn about and then compare and contrast prayer, meditation and/or reflection in at least two religions and/or non-religious worldviews.

For a religion or non-religious worldview you have studied, write a prayer, meditation or reflection in sympathy with its beliefs and values.

For a special occasion or festival associated with a religion or non-religious worldview you have studied, write a prayer, meditation or reflection confirming knowledge and understanding about it.

Explore how Jewish people and Christians today celebrate key events from their history (e.g. during Pesach/Passover, Lent and Holy Week).

RELIGIOUS EDUCATION FOR KEY STAGE 2

Requirements C1 – C3

Pupils will extend their knowledge and understanding of religions and non-religious worldviews, recognising their local, national and global contexts. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

REQUIREMENT C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art, poetry or reasoned argument.

Key Questions:

What do different people believe about belonging, meaning, purpose and truth?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: Religious creation stories and the Big Bang; The strengths and weaknesses of religious creation stories and the Big Bang, and their thoughts about them; Good as well as bad things are associated with belonging; How their sense of belonging compares and contrasts with belonging if a person follows a religion or non-religious worldview; The different ways in which people, sometimes in the same religion, describe God and provide evidence for God's existence; The reasons and/or evidence people give to say that God does not exist;	Possible questions/activities: Compare and contrast the creation stories of at least two religions, identify aspects of the stories that sound convincing to you and explain why you find them convincing. The Big Bang is one explanation for the creation of the universe, especially among scientists. Identify aspects of the theory that sound convincing to you and explain why you find them convincing. Debate which is more likely to be true and why, the creation story of one or more religions or the Big Bang? What do religions and non-religious worldviews believe about the origin of the world and living things? What are the main principles which Humanists live by? Draw up a list of ways in which belonging can be good and ways in which belonging can be bad.
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Using prose, poetry, art or drama, give expression to what belonging means to you and what belonging means if a person follows a religion or non-religious worldview.

For the religions you have studied, draw up a list of the different ways in which people describe God.

Why do people, sometimes in the same religion, have different ways of thinking about or describing God?

Discuss and debate why people have different ideas about the divine (e.g. about whether God is real and what God is like).

What reasons do people give for believing God exists?

What reasons do people give for believing God does not exist?

How do we know what is true?

Write a paragraph in support of one of the following statements, "God exists" or "God does not exist." Discuss what you have written with a friend and, following such discussion, add to the paragraph if you have changed your mind about some or all of what you first wrote.

Discuss different perspectives on questions about the beginnings of life on Planet Earth, so that they can describe how science and religion consider questions of origins.

REQUIREMENT C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, shared values and respect for others.

Key Questions:

What do religious and non-religious worldviews say about equal rights and opportunities?

What do religious and non-religious worldviews say about living together in peace?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: Why members of some religious communities like to live as neighbours with co-religionists; Their own ideas about how different people can live in peace with one another and have equal rights and opportunities; Religious and secular codes of practice and how such codes may help or hinder different people to live in peace with one another and have equal rights and opportunities; Statistical evidence confirming the religious diversity in the UK and/or Newcastle and the extent to which the UK and/or Newcastle can be described as secular; How religious affiliation and commitment to secularism have changed over the last 100 years and why;	Possible questions/activities: What do religions and non-religious worldviews say about living together in peace? What do the religions and non-religious worldviews you have studied say about how people of all religions and none can have equal rights and opportunities? Why do the members of some religious communities in Newcastle live close together rather than all over the city? What are the strengths and weaknesses in different religious codes of practice? (such as the Ten Commandments, Shariah, Five Precepts) What would you include in your own code of practice that will ensure people of all religions and none can live together in peace and have equal rights and responsibilities? How do religious codes of practice compare and contrast with the UN's Rights of the Child?
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A religious community in the UK and/or Newcastle that they have not studied before, with an emphasis on its beliefs and practices, and why it has a presence nationally or locally.	Access data (e.g. from the national census conducted every ten years) to assess the extent to which the UK is religiously plural and the extent to which it is secular. What do you think the religious diversity would have been the reality 100 years ago and why? Select one religious community that has a presence in the UK or Newcastle that you have not studied and find out about its beliefs and practices and why its members have chosen to live here.
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REQUIREMENT C3 Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response.

Key Questions:

What can we learn about how and why people undertake charitable work?

What are important rules to live by?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: How, when and why charities intervene to help people who suffer; How, when and why people subscribing to religions and non-religious worldviews intervene to help people who suffer; Rules to live by such as the Ten Commandments and the Five Precepts; The strengths and weaknesses of rules to live by such as the Ten Commandments and the Five Precepts; Their own sense of right and wrong and their own	Possible questions/activities: What do you think people should do when other people are affected by any of the following: flooding, famine, earthquakes, prejudice, racism, discrimination and/or war? Find out about the work of a religious charity and a non-religious charity. What similarities and differences exist in the charities? How and why do charities such as Christian Aid, Islamic Relief, UNICEF and/or Oxfam help the victims of flooding, famine, earthquakes, prejudice, racism, discrimination and/or war? What beliefs and practices would encourage people to help those who are suffering? Apply their own ideas about justice and fairness to the work of charities such as Christian Aid, Islamic Relief, UNICEF or Oxfam.
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understanding of justice and fairness;

Their own ideas about rules to live by.

Charities are often set up to help people who are suffering. If you set up a charity of your own, who would you want to help and why?

Imagine you belong to one of the religions or non-religious worldviews you have studied. Explain how and why you help people who are suffering.

For one of the religions or non-religious worldviews you have studied, identify the beliefs and practices that suggest people belonging to the religion or non-religious worldview will provide help to the victims of flooding, famine, earthquakes, prejudice, racism, discrimination and/or war.

Compare and contrast the Ten Commandments of Judaism and Christianity with the Five Precepts of Buddhism.

Which of the Ten Commandments encourage people to help others?

Which of the Five Precepts encourage people to help others?

Which of the Humanist beliefs and values encourage people to help others?

Which are the most important rules to live by in your opinion? Can you draw up a list of five or ten rules to live by which reflect your own sense of right and wrong and your own understanding of justice and fairness?

LOWER KEY STAGE 2 KEY VOCABULARY | Please see the lists of Key Vocabulary for EYFS and KS1 for words and phrases pupils should already have familiarity with.

Abrahamic religion	Eid-ul-Adha	Marriage
Agnosticism	Eid-ul-Fitr	Messiah
Ahimsa	Five Pillars	Moral
Allah Atheism	Forgiveness	Moses
Baisakhi/Vaisakhi	Guru Granth Sahib	Muhammad
Baptism	Hajj	Nativity Story
Beliefs	Hinduism	Pesach/Passover
Bible	Holy	Pilgrimage
Buddhism	Holy Week	Qur'an
Christianity	Humanism	Ramayana
Christmas	Identity	Reincarnation
Commandment	Indian/Dharmic religion	Respect
Commitment	Initiation	Resurrection
Compassion	Islam	Sikhism
Confirmation	Jesus	Torah
Conflict	Judaism	Wesak
Crucifixion	Justice	Worship
Devotion	Lent	
Diwali	Love	
Diversity	Magi	
Easter	Makkah/Mecca	

UPPER KEY STAGE 2 KEY VOCABULARY | Please see the lists of Key Vocabulary for EYFS, KS1 and Lower KS2 for words and phrases pupils should already have familiarity with.

Big bang Buddha Charity Community Devotion Discrimination Diversity in religion and belief Divine Doctrine Empathy Enlightenment Equality Equal rights Equity Evidence Extreme Fairness Fast/fasting Generosity Guru Nanak	Guru Gobind Singh Immortality Initiation Integrity Interdependence Meditation Mercy Missionary Monotheism Mutual respect Pacifist Polytheism Precept Prejudice Radical Reliable evidence Resurrection Revelation Sacrifice Scientific enquiry	Shariah Shia Sufi Sunni Togetherness Values
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Teachers may wish to refer to parts of the Newcastle City units of study entitled *Expressions of Identity, The Content and Significance of the Bible, The Person of Jesus, Religions in the Local Community, Hinduism: Beliefs and Practice, People's Perspectives on and Impressions of Jesus, The Influence of Faith on Believers, Islam: Muhammad, Islam: The Qur'an, and Islam: The Five Pillars.*

Teachers may wish to refer to parts of the Northumberland County units of study (Years 3, 4, 5 and 6) for Christianity, Judaism, Islam, Hinduism and Sikhism, and the Guidance about Teaching Humanism produced by North-East Humanists. All these can be accessed via the Services for Schools website.

RELIGIOUS EDUCATION FOR KEY STAGE 3

Requirements A1 – A3

Pupils will extend and deepen their knowledge and understanding of a range of religions and non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they will develop an appreciation for religions and non-religious worldviews in systematic ways and draw on a wide range of subject-specific language to describe them. They will understand how beliefs influence the lives and values of individuals, groups and societies, and how religions and non-religious worldviews have an impact on wider current affairs. They will analyse and interpret the beliefs and practices they study and have the necessary skills to carry out evaluation and provide informed perspectives.

REQUIREMENT A1 Explain and interpret how religions and non-religious worldviews influence individuals and communities through their beliefs and practices, in order to evaluate the reasons why some people support, and others question these influences.

Key Questions:

What is the impact of beliefs and practices?

What impact have leaders, thinkers or founders of religion and non-religious worldviews had on the world?

What does it mean to be spiritual?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following:

The people who have had a big impact on their lives and why;

Important leaders, thinkers or founders of religions or non-religious worldviews and the impact they have had on the world;

Spiritual experiences and how they compare and contrast depending on whether people follow a religion or not;

The impact of spiritual experiences;

Religious and non-religious commitment in North-East England and how such commitment has changed in recent times and is likely to change in the future;

Possible questions/activities:

Who are the people who have had the biggest impact on your life and why?

Identify two important leaders, thinkers or founders of religions or non-religious worldviews who have had a big impact on the world today and describe what that impact is.

For an important leader, thinker or founder of a religion or non-religious worldview, list the positive and negative effects they have had while supporting your conclusions with evidence.

What is a spiritual experience and are such experiences limited to people who follow a religion? What do some people describe as a spiritual experience?

What impact do spiritual experiences have for people whether they

Why people in some religions and non-religious worldviews live close together;

How religion continues to play a significant part in life in the UK, despite the UK becoming increasingly secular.

follow a religion or not?

Examine how spiritual experiences (e.g. sensing the presence of God or the experience of answered prayer) have an impact on members of different communities.

Using data about religious affiliation/identification in North-East England (e.g. in the national census), which religions exist in the region, which are the most and least popular and how many people say they have no religious belief? Consider changing patterns of belief, so that they can assess the influence of some religions and non-religious worldviews in Britain today.

Compare and contrast the data for religious and non-religious followers in North-East England in the 2011 census with the data in the 2021 census. What do you think will happen to religious and non-religious affiliation in the next census and why?

Although the UK is becoming an increasingly secular society, religion still has a big impact on life in the country. Identify some of the ways religion still has an impact and explain whether you think the impact is a positive or a negative one.

REQUIREMENT A2 Explain and interpret a range of beliefs, teachings and sources of wisdom and authority, including experience itself, in order to understand religions and non-religious worldviews as ways of seeing the world.

Key Questions:

What does it mean to live a good life?

How do beliefs, teachings and sources of wisdom provide guidance?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: What humanists regard as good ways to live and how such ways compare and contrast with those of some religious people; The strengths and weaknesses associated with some good ways to live; Their own ideas about good ways to live that will benefit everyone; The content and meaning of scripture, especially as it applies to beliefs, values and attitudes, and how these affect daily life and interaction with the world; How books of scripture and sources of secular wisdom provide ethical guidance and spiritual nurture/satisfaction; Their own sources of ethical guidance and spiritual nurture/satisfaction; How and why the production or transmission of wisdom, whether religious or otherwise, has mostly been done by men;	Possible questions/activities: List what humanists regard as good ways to live. Compare and contrast such good ways to live with the good ways to live in at least one religion you have studied (e.g. Islam, Sikhism). Identify the strengths and weaknesses of good ways to live in two religions and non-religious worldviews, supporting your ideas with evidence and/or argument. What rules to live by would you insist that everyone had to follow to ensure that fairness, justice, peace, respect, tolerance and equality of opportunity exist for everyone and why? For one religion you have studied, identify the parts of scripture that best reflect what beliefs a follower of the religion should subscribe to and explain what the beliefs are and imply in terms of daily life. For one religion you have studied, identify the parts of scripture that best reflect what values and attitudes a follower of the religion should subscribe to and explain how the values and attitudes shape how they interact with the world around them. How do books of scripture and sources of secular wisdom provide ethical guidance and spiritual nurture/satisfaction to members of different communities?
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Female sources of wisdom, whether religious or otherwise, and its relevance today; Whether too much emphasis is placed on scripture, books and religious and secular authority figures rather than human experience when shaping how we live our lives.	Which scripture, books, films, works of art and/or musicians provide you with ethical guidance and spiritual nurture/satisfaction and why? Why have so many sources of wisdom, whether religious or otherwise, been produced by or transmitted to humankind by men, and what effect has this had on the wisdom so many people rely on or refer to? Find examples of religious and non-religious wisdom generated by women and comment on its relevance for people today. Is too much emphasis placed on religious and non-religious wisdom contained in scripture and books? Support your views with evidence and/or argument. Should human experience play a bigger or smaller role in shaping how we live our lives than scripture, books and/or religious and secular authority figures? Support your views with evidence and/or argument. Develop moral reasoning skills by studying ideas in Humanism about good ways to live. They compare these ideas with Christian sources of wisdom and authority (e.g. the Bible), responding systematically. Select and interpret texts from the Qur'an and the Hadith to explain and deepen their understanding of Muslim beliefs and how Muslims live their lives and interact with the world. Consider how sacred writings such as the Torah, the Bhagavad Gita or the Guru Granth Sahib, and sources of non-religious wisdom, provide ethical guidance and spiritual nurture to members of different communities. Consider why so many sources of wisdom and authority in religions
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	and non-religious worldviews derive from men rather than women, and reflect on the merits of wisdom and authority deriving from women. Consider the importance of experience as a source of wisdom and authority, including religious experience and everyday human experience.
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REQUIREMENT A3 Explain how and why individuals and communities express their beliefs and values in different ways, enquiring into the variety, differences and relationships that exist within and between them.

Key Questions:

How are beliefs similar and different and what is the value of difference?

How do beliefs shape practices?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: The life, teachings and example of Moses, Jesus, the Prophet Muhammad, the Buddha and/or Guru Nanak and their influence on people today; What they and other people think the influence has been of Moses, Jesus, the Prophet Muhammad, the Buddha and/or Guru Nanak; The most obvious differences within Judaism, Christianity, Islam, Hinduism, Buddhism and/or Sikhism; The differences in worship, spirituality, ethics, beliefs and/or community life that exist within one of the religions they have studied, and whether any aspects of worship, spirituality, ethics, beliefs and/or community life in that religion have things in common with worship, spirituality, ethics, beliefs and/or community life in another religion; The significance of special buildings, music, literature and/or the arts in at least two religions and how attitudes toward architecture, music, literature and/or the arts vary within them; Their own ideas about architecture, music, literature and/or the arts as they apply to religion; The differences and similarities associated with the	Possible questions/activities: After identifying the most important events in the life of one of the following people, what they teach and the example they set for people, reflect on what you think their influence is on people today who follow the religion they inspired or helped to inspire: Moses, Jesus, the Prophet Muhammad, the Buddha and/or Guru Nanak. For one of the following, compare and contrast the influence you think they have had with the influence other people think they have had, both from inside and outside the religion: Moses, Jesus, the Prophet Muhammad, the Buddha and/or Guru Nanak. Which people, from over time and around the world, have made significant contributions to Humanist thinking? Why are there many rather than one? What are the most obvious similarities and differences within at least two of the following religions: Judaism, Christianity, Islam, Hinduism, Buddhism and/or Sikhism? Describe and account for some of the differences in worship, spirituality, ethics, beliefs and/or community life that exist in one of the religions you have studied. Do any aspects of worship, spirituality, ethics, beliefs and/or community life have similarities with other religions and/or non-religious worldviews? For two religions you have studied, examine what use is made of special buildings, music, literature and/or the arts and why.
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Abrahamic and the Indian/Dharmic religions.	For two religions you have studied, identify the beliefs and values that are conveyed through architecture, music, literature and/or the arts. For two religions you have studied, identify and critically evaluate the different attitudes that exist within them about architecture, music, literature and/or the arts. There is more that unites than divides the Abrahamic and the Indian/Dharmic religions. Discuss. Investigate the life, teaching and example of Jesus (e.g. through the Parables, Gospels), accounting for Christian theology and other views of his influence, including their own. Plan an investigation into the daily practice of different Buddhists, Christians, Hindus, Jewish people, Muslims and/or Sikhs in Britain, examining in particular some similarities and differences in worship, spirituality, ethics, beliefs and community life. Explore different ways of expressing beliefs and values in architecture, music, literature and/or the arts, building their understanding of diversity within the religions and non-religious worldviews they study.
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RELIGIOUS EDUCATION FOR KEY STAGE 3

Requirements B1 – B3

Pupils will extend and deepen their knowledge and understanding of a range of religions and non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they will develop an appreciation for religions and non-religious worldviews in systematic ways and draw on a wide range of subject-specific language to describe them.

They will understand how beliefs influence the lives and values of individuals, groups and societies, and how religions and non-religious worldviews have an impact on wider current affairs. They will analyse and interpret the beliefs and practices they study and have the necessary skills to carry out evaluation and provide informed perspectives.

REQUIREMENT B1 Explain and evaluate from different perspectives (e.g. that of an atheist, a sociologist, a theologian) dimensions of religions and non-religious worldviews which they encounter, such as sources of authority, beliefs, practices and key values.

Key Questions: How does a worldview help shape perspectives and deal with matters of life?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: How the strengths and weaknesses of religions and non-religious worldviews can be assessed from different perspectives; The strengths and weaknesses of religious and non-religious beliefs, practices, key values and/or sources of authority from the perspectives of an atheist, a theologian, a historian or a psychologist; The arguments religious and non-religious people present for belief in life after death, belief in God or gods and/or a commitment to pacifism, and the strengths and weaknesses of such arguments; The appeal of being a Jew, Christian, Muslim, Hindu, Buddhist, Sikh, Humanist or ethical vegan; Their own ideas about the advantages and disadvantages of being a Jew, Christian, Muslim, Hindu, Buddhist, Sikh,	Possible questions/activities: After choosing whether to be an atheist, a sociologist, a historian or a psychologist, what will be the most important things that shape how you decide what is true and untrue? From your chosen viewpoint (based on the choice above), explain what you think are the strengths and weaknesses of a religion or non-religious worldview you have studied in terms of its beliefs, practices, key values and/or sources of authority. From the perspective of a Jew, Christian, Muslim, Hindu, Buddhist, Sikh or Humanist, present a reasoned argument for or against life after death which takes into account some of the many religious and non-religious beliefs about it. From the same perspective, present a reasoned argument for or against the existence of God or gods. From the same perspective, present a reasoned argument for or against pacifism. From the perspective of sociology, psychology or the philosophy of religion, explain the appeal of being a Jew, Christian, Muslim, Hindu, Buddhist, Sikh, Humanist or ethical vegan.
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Humanist or ethical vegan in the UK today; The views people who subscribe to religions and non-religious worldviews have about topical moral or ethical issues and the strengths and weaknesses of such views; The religion or non-religious worldview that appeals to them the most and why.	How can we best evaluate evidence as strong, reliable evidence or the opposite? What in your opinion are the advantages and disadvantages of being a Jew, Christian, Muslim, Hindu, Buddhist, Sikh, Humanist or ethical vegan in the UK today? Support your argument with evidence and informed reasoning. Compare and contrast the views of at least three religions and non-religious worldviews as they apply to a topical moral or ethical issue such as animal rights, capital punishment, care of the environment, martyrdom, minority rights, prejudice and racism, refugees, asylum seekers and economic migrants, terrorism, veganism, vegetarianism and war and peace. Which religion or non-religious worldview has the most acceptable or reasonable standpoint? Of all the religions and non-religious worldviews, which one makes the most sense to you in terms of beliefs, practices, values and beneficial effects? Plan, write and deliver an illustrated talk about life after death, from, for example, a Humanist, a Buddhist or a Christian perspective, using arguments from the philosophy of religion and human experience to evaluate different ideas thoughtfully. Use ideas from the sociology, the psychology or the philosophy of religion to explain the appeal of a non-religious, Buddhist, Christian or Muslim identity to millions of people in Britain and/or the wider world today. Experience dialogue between members of different religions and those who hold a non-religious worldview. They consider theological questions about truth, giving reasons for the ideas they hold.
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REQUIREMENT B2 Observe and interpret a wide range of ways in which commitment and identity are expressed. They analyse and evaluate controversial issues about commitment to religions and non-religious worldviews, accounting for the impact of diversity within and between communities.

Key Questions:

How are commitment and identity expressed?

What are the barriers to expressions of belief?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following:

Recent and contemporary people, religious or otherwise, who have had a great influence on different communities around the world and whether their influence has been beneficial or detrimental;

The advantages and disadvantages of following influential people;

How easy or difficult it is to express a religious commitment in the UK today and how this may differ depending on how a religion is expressed;

The barriers that exist to people giving expression to religious identity;

The privileged position that some expressions of religion enjoy in the UK today;

The status of minority religions in the UK today;

Why people convert (e.g. Nicky Cruz);

Possible questions/activities:

Identify recent or contemporary people, religious or otherwise, who have had a great influence on specific communities around the world, whether religious, ethnic or national. Reflect on the influence they have had and whether their influence has always been beneficial.

What are the advantages and disadvantages of following the example of people who have great influence in the world, whether they subscribe to a religion or not?

Interview people who reflect diversity in a religion and encourage them to explain what they find easy and difficult about giving expression to their religious identity in the UK today. Express informed opinions about the evidence they present.

What do you regard as the main barriers that people in the UK face today when trying to give expression to their religion or non-religious worldview?

Do religions still enjoy privileges in the UK that are no longer acceptable because we are now a predominantly non-religious society?

What rights can minority religious groups in the UK expect and to what extent do you think such rights should be protected and why?
Why do people convert from one religion or non-religious worldview to

Why some religions do not regard care of the environment and/or climate change/global warming as very important; Arguments in favour of gender equality in religion.	another, and should such conversion be encouraged? What difficulties can there be for people converting from a religion, especially one with high control of its members? Investigate and evaluate the influence of some recent or contemporary 'great lives' on religious communities and the wider world (such as Mahatma Gandhi, Martin Luther King, Anne Frank, Pope Francis), weighing up ways in which the commitment of key leaders can inspire whole communities. Consider questions about possible dangers associated with commitment. Ask believers who reflect diversity within a religion about what makes living the religious life a challenge in Britain today (for example, pupils could interview Sunni and Shia Muslims, Protestants and Roman Catholics and/or Orthodox and Reform Jewish people; do a research project about people subscribing to different religions and non-religious worldviews). Select and investigate a religious controversy in current affairs (e.g. 'What rights can migrants expect in the UK with regard to their religious practices?' 'Why do some people convert from one religion or non-religious worldview to another?' 'Why might some people belonging to a religion or non-religious worldview think that protecting the environment is NOT a priority?'). Present arguments for both/all sides of the controversy to show their ability to analyse issues from different perspectives. Why do some religions not regard care of the environment and/or the threat of climate change/global warming as a priority? If you were confronted with an expression of religion that failed to promote gender equality, how would you argue that a change in belief and practice are needed?
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REQUIREMENT B3 Consider and evaluate the question: What is religion? They analyse the nature of religion using the main disciplines by which religion is studied.

Key Questions:

What is religion?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: What qualifies as a religion and a non-religious worldview and how the two compare and contrast; The key components of what makes a religion a religion; Their own ideas about the costs and benefits of religion in the 21st century; The growing appeal of non-religious worldviews; Interfaith dialogue and cases in which this has led to positive outcomes; How in real life situations religion can enhance or undermine peaceful co-operation; The nature of spirituality; Whether different expressions of religion are compatible with one another or not.	Possible questions/activities: What things must be present for a religion to qualify as a religion? What things must be included for a non-religious belief to be described as a worldview? How do religions and non-religious worldviews compare and contrast? Do all religions require their believers to subscribe to beliefs that cannot be shown to be true? If you were inventing a religion or non-religious worldview from scratch, what would you include in terms of beliefs, practices, sources of authority, special places and key values? In the 21st century, is religion a force for good or not? Why are so many people self-declaring as non-religious, especially in developed parts of the world (such as the UK)? What is interfaith dialogue? How is interfaith dialogue encouraged in Newcastle? Find out what people do to strengthen understanding between different faiths and beliefs. After selecting a long-standing international problem or conflict involving people who appear to differ from each other, assess
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	whether religion has made the problem or conflict better or worse. Is spirituality something only religious people experience or is it something everyone experiences? Select two religions you have studied. To what extent are they compatible or incompatible with one another? 'When all is said and done, all religions require their followers to believe in the same one or two ideas, e.g. treat everyone as you expect others to treat you, or love God and your neighbour.' To what extent do you agree and disagree? Consider the questions: 'What is religion?' and 'What is a worldview?'. Pupils develop skills to interpret claims made by different religions and non-religious worldviews. Use historical and modern-day events to assemble a coherent case to answer the questions: 'What do you think religion brings to the world?' and 'Is religion a force for good or not?' Examine questions about whether religion and spirituality are similar or different. Discuss how different religions and non-religious worldviews relate to each other. Examine questions about collaboration and conflict between individuals and communities, including interfaith dialogue. Look at the ways religions are compatible or incompatible (e.g. in their ideas about God and how to live a good life).
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RELIGIOUS EDUCATION FOR KEY STAGE 3

Requirements C1 – C3

Pupils will extend and deepen their knowledge and understanding of a range of religions and non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they will develop an appreciation for religions and non-religious worldviews in systematic ways and draw on a wide range of subject-specific language to describe them.

They will understand how beliefs influence the lives and values of individuals, groups and societies, and how religions and non-religious worldviews have an impact on wider current affairs. They will analyse and interpret the beliefs and practices they study and have the necessary skills to carry out evaluation and provide informed perspectives.

REQUIREMENT C1 Explore some of the ultimate questions raised by human existence, making well-informed and reasoned personal responses, and expressing insights that draw on a range of examples including the arts and the media.

Key Questions:

What are the ultimate questions raised by human existence?

By addressing this requirement, children will have some knowledge and understanding about some of/all the following: Important ultimate questions and what they and different religions and non-religious worldviews have to say about them; The sometimes troubled relationship between religion and science and how religion and science often seek answers to very different questions using very different methods; The advantages and disadvantages of allowing religious people and scientists to have a lot of power and influence; How messages about the meaning of life compare and contrast in religions and non-religious worldviews on the one hand and the expressive arts on the other, and their own opinion about such messages; Topical moral issues and what they and religious and	Possible questions/activities: Compare and contrast how people who describe themselves as religious and secular would respond to at least one of the following questions: How was the universe created? Where did we come from? Why do humans exist? What are your answers to the questions listed above? Why do you think this way? Drawing on evidence from history, explore the extent to which religion and science have been compatible and incompatible. Discuss the statement 'Religion and science will always be incompatible because they try to answer different questions and seek answers to questions in very different ways.' If the only choice is between having religious people rule the country and scientists, who would you prefer and why? What do you think is the most serious problem facing humankind today? What do two religions or non-religious worldviews have to say
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secular people think about them and why; Their understanding of the most serious problem facing humankind today and what religions and non-religious worldviews have to say about it.	about the problem and how to resolve it? Which religion or non-religious worldview speaks with the most authority and understanding about the problem and why? For a topical moral or ethical issue that interests you, draw up a list of points people would make for and against it. Now reveal what you believe about the issue justifying your conclusion with evidence and/or argument. Through links with Science, examine arguments about questions of origins and purposes in life (e.g. 'Where do we come from?' and 'Why are we here?') Develop insight about, and understanding of, why some people argue that religion and science are compatible and others argue that they are not. Investigate the ways in which dramatists, artists and the media explore questions about the meaning of life, selecting and explaining examples that they find compelling and relating these to the teaching of different religions and non-religious worldviews. Develop skills in reasoning and constructing arguments by debating questions and dilemmas about the nature of human life and the moral responsibilities of being human.
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REQUIREMENT C2 Examine and evaluate issues about community relations and respect for all in the light of perspectives from different religions and non-religious worldviews.

Key Questions:

How can communities exist in societies with many different religions and beliefs?

How do different worldviews about life compare and how do they interact with one another?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: How religions and non-religious worldviews impact on happiness, equality, justice, respect for all and community relations; The strengths and weaknesses of theocracies and secular governments based on democracy; Genocide and the role of religions and non-religious worldviews in how they happen; The impact of the Holocaust on Jewish and Christian beliefs and identity; How worldviews have sought to improve relations with followers of other religions.	Possible questions/activities: For two religions and non-religious worldviews, identify what they say will ensure that good community relations exist in societies with people who have many different religions and beliefs. For two religions and non-religious worldviews, identify what they say will ensure that equality, justice and respect for all exist in societies with people who have many different religions and beliefs. Compare what two religions and non-religious worldviews say about what makes people happy. What do you agree with and why? What will bring more happiness and well-being to people in a diverse society such as ours, a theocracy or a secular government based on democracy and a secular state? Support your case with evidence and/or argument. Why do Humanists and some religious people favour secularism with a separation of the state and religion and with no privileged treatment of religion? How would this help to provide religious freedom and equality? What is genocide and which events in history have been confirmed as genocide? How does genocide link with belief? What role have religions and non-religious worldviews played in genocides such as the Holocaust?
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	Consider responses to genocide within different religions and non-religious worldviews. What impact has the Holocaust had on Jewish identity? Which ideas arising from the impact do you most sympathise with and why? What impact has the Holocaust had on Christian identity? Which ideas arising from the impact do you most sympathise with and why? What do worldviews say about how different religious and non-religious worldviews interrelate? Consider what religions and non-religious worldviews say about what makes people happy. They identify links between character, well-being and happiness, especially in relation to living with diversity in our communities.
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REQUIREMENT C3 Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal responses. They use reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Key Questions:

How do religions and non-religious worldviews respond to moral and ethical issues?

How does a worldview provide an ethical framework?

By addressing this requirement, pupils will have some knowledge and understanding about some of/all the following: A topical moral or ethical issue that interests them; How religions and non-religious worldviews respond to topical moral and ethical issues and the consequences of such responses; How they would respond to a topical moral or ethical issue of their choosing, after considering a wide range of opinions about it; Viewpoints on one of the following issues: apostasy, blasphemy, gender equality, homosexuality, poverty, prejudice, the sanctity of life, terrorism, veganism and war; Differences of opinion about moral and ethical issues within and between religions and non-religious worldviews; What, if anything, distinguishes humankind from other animals; Humankind's treatment of itself and the planet on which it depends.	Possible questions/activities: Select a topical moral or ethical issue that interests you and, based on the religions and non-religious worldviews you have studied, list the possible responses to it. What would be the consequences of each response if they were followed through? For one of the following issues, identify what at least two religions and non-religious worldviews have to say about it and explain which are the most morally acceptable positions to take up and why: apostasy, blasphemy, gender equality, homosexuality, poverty, prejudice, the sanctity of life, terrorism, veganism and/or war. Discuss the following statement with reference to a religion or non-religious worldview you have studied: 'In relation to moral and ethical issues, differences of opinion are greatest within individual religions and non-religious worldviews rather than between them.' Do things such as artificial intelligence and the replacement of natural body parts with artificial ones call into question the uniqueness of humankind? Discuss the following statement: 'Humankind poses a more serious threat to the well-being of the planet than anything else.' 'Humankind cannot care for itself properly, let alone care for the planet as a whole.' Discuss with reference to what religions and non-religious worldviews might say about the issue.
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KEY STAGE 3 KEY VOCABULARY | Please see the lists of Key Vocabulary for EYFS, KS1, Lower KS2 and Upper KS2 for words and phrases pupils should already have familiarity with.

Abrahamic religion Afterlife Agnostic Animal rights Apostasy Artificial intelligence Atheist Bhagavad Gita Bible Blasphemy Capital punishment Care of the environment Conversion Democracy	Genocide Gurdwara Guru Guru Granth Sahib Hadith Holocaust Homosexuality Human Humanism Humanist Incarnation Indian/Dharmic religion Interfaith dialogue Judgement	Pacifism Patriarchy Peace Philosophy Philosophy of religion Poverty Prejudice Protestant Psychology Qur'an Racism Rebirth Reform Judaism	Secular wisdom Shia Muslim Shoah Sufi Muslim Suffering Sunni Muslim Sociology Spiritual Spiritual experience Spirituality Temple Terrorism Theocracy Theology
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Teachers may wish to refer to parts of the Newcastle City units of study entitled *Applying Religious Teachings to a Concept: Justice, Investigating the Life and Impact of a Religious Teacher, Applying Religious Teachings to an Issue: The Environment, Sikhism: Beliefs and their Effect on Lifestyle, Applying Religious Teachings to an Issue: Suffering, The Buddha: his Life and Teachings, The Influence of Beliefs on the Lifestyle of Believers and The Importance of Jerusalem.*

Teachers may wish to refer to parts of the Northumberland County units of study (Years 7, 8 and 9) for Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism, and the Guidance about Teaching Humanism produced by North-East Humanists. All these can be accessed via the Services for Schools website.

RELIGIOUS EDUCATION FOR KEY STAGE 4

Students aged 14 to 16 who are following a GCSE full course in RE/RS or Philosophy and Ethics will be deemed to have met the requirements of the Agreed Syllabus for RE. For students aged 14 to 16 NOT following such a course, the requirements of the Agreed Syllabus are met only if the secondary/high school provides them with the opportunity to study the requirement below.

The requirements below constitute the statutory element of RE/RS at Key Stage 4 when students are NOT studying a GCSE full course in E/RS or Philosophy and Ethics; everything else constitutes ideas about how the requirement can be met. In other words, RE teachers should use only the key questions they think are best, given the requirement, and given the students with whom they are working. Moreover, many of the key questions can be simplified, shortened and/or amended to better reflect teachers' own interests and the interests and learning styles of the students themselves. Once a set of key questions has been agreed, RE teachers might want to arrange them under sub-headings that reflect pre-existing preoccupations in the school, department or key stage (for example key questions that relate to careers, skills, British values, the school's mission statement, etc.).

REQUIREMENT All students will extend and deepen their knowledge and understanding of religions and non-religious worldviews, reflecting local, national and global contexts. Building on their prior learning, they will appreciate and appraise the nature of different religions and non-religious worldviews in systematic ways. They will use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualise and analyse the religions and non-religious worldviews they encounter. They will research and investigate the influence and impact of religions and non-religious worldviews on the lives and values of individuals and groups and evaluate their impact on current affairs.

Key Questions:

How do different worldviews present globally?

How do beliefs develop and change over time?

Why is interpretation important?

How do religion and non-religious worldviews shape our sense of morality?

As a result of their studies at Key Stage 4, students will be able to:

Investigate and analyse the beliefs and practices of religions and non-religious worldviews using a range of arguments and evidence to interpret and evaluate issues and draw informed conclusions;

Evaluate their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning;

Possible questions/activities:

How do different worldviews present globally?

What can you find out about a religion or non-religious worldview you have not studied before that has a significant presence locally, regionally and/or nationally? Such religions or non-religious worldviews might include the Baha'i Faith, Ethical Veganism, Humanism, Jainism, the Jehovah's Witnesses, Paganism, Rastafarianism, Scientology, Socialism, Yezidism and Zoroastrianism.

Since almost the beginning of Christianity, debate has taken place about how the divine and the human co-exist in the person of Jesus. This is known as the debate

Analyse in a coherent way the forms of expression and ways of life found in different religions and non-religious worldviews; Use different disciplines and methods by which religions and non-religious worldviews are studied to analyse their influence on individuals and societies; Account for different interpretations of commitment to religions and non-religious worldviews and for responses to questions about the expression of identity, diversity, meaning and value; Argue for, and justify their own positions with regard to, key questions about the nature of religion, providing understanding of the perspectives of others; Enquire into and develop evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, the media, theology and philosophy; Use a range of research methods to examine and evaluate perspectives and approaches to issues of community cohesion, respect for all and mutual understanding locally, nationally and internationally; Use ideas from the study of religion and non-religious worldviews to research and present a wide range of well-informed and reasoned arguments which engage perceptively with moral, religious and spiritual issues.	between diophysite and miaphysite Christians. Which expressions of Christianity are diophysite and which are miaphysite? How and why do diophysite and miaphysite churches differ in their beliefs and practices and what have been the consequences historically? What does it feel like to be in a religious or non-religious worldview in a minority? How do beliefs develop and change over time? For example, consider how Judaism split into the Orthodox and Reform traditions and how the beliefs and practices in the two traditions compare and contrast. Why Conservative and Liberal traditions emerged in Judaism and how the beliefs and practices in the two traditions compare and contrast. Why Christianity split into the three main branches of Roman Catholicism, Orthodox Christianity and Protestantism and how the beliefs and practices in the three branches compare and contrast. How do the media represent religious people today and are such representations fair or unfair? Why is interpretation important? What useful lessons can humankind learn from books of scripture to improve life here and now? Are books of scripture useful sources of knowledge, understanding and/or wisdom, or are they potentially or actually harmful? Support your arguments with reference to specific books of scripture and their content. Based on what you now know, is there or is there not a God or gods? Why do you say this? Every religion is a human invention. If you and your friends were inventing a new religion, what would you have to include in terms of beliefs, practices, special places, artefacts, rules to live by, and so on? How do religion and non-religious worldviews shape our sense of morality? What do one or more religions and non-religious worldviews have to say about one
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	or more of the following topical issues and why: abortion, animal rights, capital punishment, care of the environment, euthanasia, minority rights, prejudice and racism, refugees, asylum seekers and economic migrants, suicide, veganism, vegetarianism, and war and peace. What views do you have about one or more of the topical issues above, given what you now know? Identify a religion or non-religious worldview committed to gender equality and generate evidence to confirm this is so. Why is the religion or non-religious worldview committed to gender equality? Why do many religions struggle to provide girls and women with the same rights and opportunities as boys and men? Authority in religions and non-religious worldviews has many different sources (e.g. scripture/significant books, founders, inspirational figures or leaders from the past or present, tradition, principles or rules to live by, scholarship/rational thinking, individual conscience, etc.). Select a religion and a non-religious worldview and identify what are their most important sources of authority and why. How do the sources of authority in the religion and non-religious worldview compare and contrast? Note: If they have not already been addressed by pupils in Key Stage 3, teachers will find some key questions listed under each Key Stage 3 requirement that could be used with Key Stage 4 students.
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KEY STAGE 4 KEY VOCABULARY | Please see the lists of Key Vocabulary for EYFS, KS1, Lower KS2, Upper KS2 and KS3 for words and phrases pupils should already have familiarity with.

Animism Authority Baha'i Faith Commitment Conscience Conservative Judaism Diophysite Divine Empirical evidence Ethics Gender equality Human Jainism Jehovah's Witnesses Liberal Judaism	Miaphysite Moral or ethical problem Orthodox Christianity Orthodox Judaism Paganism Patriarchy Protestantism Rastafarianism Rationality Redemption Reform Judaism Religion Responsibilities Rights Roman Catholicism	Scientology Socialism Spiritual Spirituality Theology Ultimate question Wisdom Worldview Yezidism Zoroastrianism
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RELIGIOUS EDUCATION FOR KEY STAGE 5

Students aged 16 to 19 who are following an A Level course in RE/RS or Philosophy and Ethics will be deemed to have met the requirements of the Agreed Syllabus for RE. For students aged 16 to 19 NOT following such a course, the requirements of the Agreed Syllabus are met only if the secondary/high school provides them with the opportunity to study the requirement below.

The requirement below constitutes the statutory element of RE/RS at Key Stage 5 when students are NOT studying an A Level course in RE/RS or Philosophy and Ethics; everything else constitutes ideas about how the requirement can be met. In other words, RE teachers should use only the key questions they think are best, given the requirement, and given the students with whom they are working. Moreover, many of the key questions can be simplified, shortened and/or amended to better reflect teachers' own interests and the interests and learning styles of the students themselves. Once a set of key questions has been agreed, RE teachers might want to arrange them under sub-headings that reflect pre-existing preoccupations in the school, department or key stage (e.g. key questions that relate to careers, skills, British values, the school's mission statement, etc.).

REQUIREMENT All students will extend and deepen their knowledge and understanding of religions and non-religious worldviews, reflecting local, national and global contexts. They will appreciate and appraise the beliefs and practices of different religions and non-religious worldviews with an increasing level of discernment and sophistication based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions. They will use some of the different disciplines of Religious Studies (e.g. textual study, philosophical and sociological approaches) to analyse the nature of religion.

Key Questions:

What is the position of religion in the world?

What philosophical perspectives underpin beliefs?

Is concern about climate change a religious belief?

What are the different attitudes to peace and justice?

How do worldviews approach equality?

Should religion and law be separated?

As a result of their studies at Key Stage 5, students will be able to:

Investigate and analyse the beliefs and practices of religions and non-religious worldviews using a range of arguments and evidence to interpret and evaluate issues and draw balanced conclusions;

Synthesise their own and others' ideas and arguments about

Possible questions/activities:

What is the position of religion in the world?

Find out about the diversity of religions and non-religious worldviews in Newcastle in particular, and Tyne and Wear more generally, and single out one expression of belief for detailed study.

Engage with some of the differences in belief and practice WITHIN one or more of the following religions and discuss the consequences of such differences:

sources of wisdom and authority using coherent reasoning, making clear and appropriate reference to their historical, cultural and social contexts; Analyse in a coherent and well-informed way the forms of expression and ways of life found in different religions and non-religious worldviews; Use different disciplines and methods by which religions and non-religious worldviews are studied to analyse their influence on individuals and societies; Account for different interpretations of commitment to religions and non-religious worldviews and for responses to profound questions about identity, diversity, meaning and value; Argue for, and justify their own positions with regard to, key questions about the nature of religion, providing a detailed evaluation of the perspectives of others; Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, the media, theology and philosophy; Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding locally, nationally and internationally; Use ideas from phenomenological approaches to the study of religion and non-religious worldviews to research and present skillfully a wide range of well-informed and reasoned arguments which engage perceptively and/or profoundly with moral, religious and spiritual issues.	Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism. Orthodoxy is said to preoccupy the Abrahamic religions and orthopraxy the Indian/Dharmic religions. What is the difference between orthodoxy and orthopraxy and why ought religions that emphasise orthopraxy be more tolerant of diversity than religions emphasising orthodoxy? Although the three Abrahamic religions of Judaism, Christianity and Islam have a lot in common, they have frequently been at odds with one another. Why? Why has Islam split into the three main branches of Sunni, Shia and Sufi Islam and how do the beliefs and practices in the three branches compare and contrast? Why has Buddhism split into the three main branches of Theravada, Mahayana and Zen Buddhism and how do the beliefs and practices in the three branches compare and contrast? It is often said that, among religious people, distrust, hatred for the despised other, conflict and war are most often reserved for co-religionists who are deemed infidels or heretics. What evidence can you find in favour of and against this statement with examples past and present. Find out about one or more of the following persecuted groups: the Ahmadis, atheists/Humanists in Saudi Arabia and Bangladesh, Christians in North Korea, Coptic Christians in Egypt, Falun Gong in China, the Kakais in Iran and Iraq, the Rohingya Muslims, the Uighur Muslims and the Yezidis. Explain how and why they have suffered or still suffer persecution and what actions are taken to protect them. Identify examples of successful interfaith, multifaith and/or ecumenical dialogue around the world. If you live in a country in which there are many religions and non-religious worldviews, is secular government the best or only way to ensure everyone has equal rights before the law?
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	What evidence exists to suggest commitment to religion is in decline almost everywhere and most people will eventually self-declare as non-religious/not subscribing to religious beliefs? What is a theocracy? Outline the strengths and weaknesses of theocratic states. What religious beliefs have modern scholarship proved to be untrue? Are there some religious beliefs scholarship will never prove untrue? What philosophical perspectives underpin beliefs? It is often said that, if we approach books of scripture as examples of literature produced in the human imagination, they can provide humankind with a lot of assistance because we could pick and choose from the books the knowledge, understanding and wisdom relevant for today. But why for some religious people is such picking and choosing impossible? Develop an understanding for at least five of the following concepts: agnosticism, atheism, binitarianism, deism, dualism, monism, monotheism, pantheism, polytheism, trinitarianism and unitarianism. Compare and contrast at least four of the concepts and decide which you think make the most sense and why. What is religion? What is a worldview? What is a non-religious worldview? How does a religion compare and contrast with a non-religious worldview? The oldest known religious site on the planet dates back only 12,000 years and is at Göbekli Tepe in south-east Türkiye. Find out what is known about Göbekli Tepe, how religion may have been expressed there and why the site has changed our understanding of religion in its early days. With reference to recent or ongoing events around the world, produce evidence to confirm that religions and non-religious worldviews do more good than harm or more harm than good.
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	Is climate change a religious belief? What do one or more religions and non-religious worldviews have to say about one or more of the following topical issues and why: climate change/global warming, extremism and radicalisation. What views do you have about one or more of the topical issues above, given what you now know? Identify some religions and non-religious worldviews that are pacifist and outline the strengths and weaknesses of pacifism. What are the different attitudes to peace and justice? Compare and contrast concepts such as just war, holy war, crusades and the lesser jihad and decide whether war/conflict based on these concepts can ever be justified. How do worldviews approach equality? (for example in relation to gender equality, crime, protected characteristics, LGBTQ+) Should religion and law be separated? The UK has already become or very soon will become a predominantly non-religious society, but there remain many ways in which religion shapes a lot of what we do individually or collectively. Identify ways in which religion generally and Anglicanism in particular shape politics, the law, education, the monarchy, important national events and/or commemorations, and life in parts of the UK, Northern Ireland and the islands of Scotland included. Note: If they have not already been addressed by students in Key Stage 4, teachers will find some key questions listed beside the Key Stage 4 requirement that could be used with Key Stage 5 students.
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KEY STAGE 5 KEY VOCABULARY | Please see the lists of Key Vocabulary for EYFS, KS1, Lower KS2, Upper KS2, KS3 and KS4 for words and phrases students should already have familiarity with.

Agnosticism Atheism Binitarianism Crusade Seism Dualism Ecumenical dialogue Holy war Interfaith dialogue Jihad Just war Mahayana Buddhism Monism Monotheism Multifaith dialogue Orthodoxy Orthopraxy Pacifism Pacifist Pantheism Philosophy Polytheism Protected characteristics Schism	Sect Secular Secular government Sexuality Shia Islam Sufi Islam Sunni Islam Theism Theocracy Theocratic government Theravada Buddhism Trinitarianism Unitarianism Zen Buddhism	
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Resources to support the Agreed Syllabus

SACRE is aware of the wide range of resources, both free and paid-for, available to help teach the syllabus. The following is a selection of resources which can be used to support teaching within each Key Stage.

The padlet updated by the Religious Education Consultant contains links to a wide variety of resources. <https://padlet.com/mhairiduigan/religious-education-c4tca65kcalc8t8o> or follow the QR code.



The North East Religious Learning Resources Centre provides a valuable source of resources, including practical resources which can be borrowed by schools.

<https://www.resourcescentreonline.co.uk/>

Church House, St John's Terrace, Percy Main, North Shields NE29 6HS

RE Hubs

The RE Hubs website is an excellent resource with a range of information. <https://www.re-hubs.uk/>

- Can't get out on a visit? Use Virtual Tours to access tours of places of interest, including a number of sites in Newcastle. <https://www.re-hubs.uk/upskill/virtual-tours/>
- Support for ECTs and those in ITT (but also useful for teachers at any stage) <https://www.re-hubs.uk/upskill/itt-ect/>

RE Online

The website contains a wide variety of information. <https://www.reonline.org.uk/>

- Overview of world religions <https://www.reonline.org.uk/religion-and-worldview-traditions/>

Oak National Academy (<https://www.thenational.academy/>) is a body funded by the DfE but independent of it. They provide free access resources that they have created that may help support teachers to teach RE according to your Agreed Syllabus (and all other National Curriculum subjects).

The resources have been produced by subject experts. The creators were mindful of the REC's National Content Standard, and the disciplinary approach to RE. All resources can be adapted to ensure they fit anyone's context and are free.

The Oak RE materials are presented in a way that means there are six units for each school year and six lessons in each unit. Each lesson follows a similar pedagogy and format, and slides, worksheets, starter and exit quizzes and a video of the lesson being delivered by a teacher are provided.

Resources to support the Newcastle Agreed Syllabus

While this can look like a fully planned, coherent, sequenced curriculum it is not. Oak makes it clear that maintained schools must follow the Agreed Syllabus (or Trust Deed in Academies) and suggests, “Therefore where any maintained school is following a locally agreed syllabus through its SACRE or other denominational syllabus, it may wish to consider how to use specific Oak RE units, lessons or resources flexibly to help fulfil the requirement of their particular syllabus.”

Having looked at these resources, SACRE suggest referring to some units from Oak resources where they support the teaching of the Newcastle syllabus.

EYFS

- Oak Academy <https://www.thenational.academy/>
- Oak Academy Understanding the World: To listen to the Nativity story; To understand why Christians believe Jesus is special; To name the important people at the Nativity; To understand why some people celebrate Diwali; To understand how people celebrate Diwali; To listen to the story of Easter; To understand how people celebrate Easter; To understand why people celebrate Eid; To understand why some people celebrate Hanukkah; To understand how Jewish people celebrate Hanukkah; To learn about the food that people eat at Hanukkah
- Oak Academy <https://www.thenational.academy/> PSED: Who is in my family?; Different families; My caring community; Community heroes; Wider world; Religion is hope; Festival fun
- **BBC Bitesize Religious Studies:** Treasure Champs <https://www.bbc.co.uk/teach/class-clips-video/articles/z4ng9ty>
- **BBC Primary Religious Studies:** KS1 <https://www.bbc.co.uk/teach/topics/cekpyv5vp79t>

Key Stage One

Teachers may wish to refer to parts of the Newcastle City units of study entitled *Introducing the Bible through Characters and Stories, Teaching through Stories, Christian Beliefs and Practice, Ideas about God in Christianity and Judaism, Judaism: Torah and Shabbat, and Judaism: Beliefs and Practice.*

Teachers may wish to refer to parts of the Northumberland County units of study (Reception, Years 1, 2, 3 and 4) for Christianity, Judaism, Islam and Hinduism, and the Guidance about Teaching Humanism produced by North-East Humanists. All these can be accessed via the Services for Schools website.

Oak Academy <https://www.thenational.academy/>

- **Requirement A1:** Oak Academy Y2 Festivals: How do they celebrate the natural world?; Oak Academy Y1 New life: how is a new child welcomed?; Oak Academy Y1 Places of Worship: what makes them sacred?
- **Requirement A2:** Oak Academy Y2 The world: how do different people explain how it started?; Oak Academy: Y1 Caring: how do stories inspire actions?; Oak Academy Y1 Stories: how do different people find deeper meanings?; Oak Academy Y2 The Bible: what does it say about God's promises?

Resources to support the Newcastle Agreed Syllabus

- **Requirement A3:** Oak Academy Y1 Caring: how do stories inspire actions?; Oak Academy Y2 Hindus: what do Hindu stories teach about life and the world?; Oak Academy Y1 Stories: how do different people find deeper meanings?
- **Requirement B1:** Oak Academy Y2 Festivals: How do they celebrate the natural world?; Oak Academy Y2 Prayer: Is it possible to speak to God?; Oak Academy Y1 Communities: what does it mean to belong?; Oak Academy Y1 Places of worship: what makes them sacred?
- **Requirement B2:** Oak Academy: Y1 Communities: what does it mean to belong?
- **Requirement C2:** Oak Academy Y2 Choices: Do we need rules to live by?
- **BBC Primary Religious Studies:** KS1 <https://www.bbc.co.uk/teach/topics/cekpvy5vp79t>
- **BBC Bitesize Religious Studies:** Treasure Champs <https://www.bbc.co.uk/teach/class-clips-video/articles/z4ng9ty>

Key Stage Two

Teachers may wish to refer to parts of the Newcastle City units of study entitled *Expressions of Identity, The Content and Significance of the Bible, The Person of Jesus, Religions in the Local Community, Hinduism: Beliefs and Practice, People's Perspectives on and Impressions of Jesus, The Influence of Faith on Believers, Islam: Muhammad, Islam: The Qur'an, and Islam: The Five Pillars.*

Teachers may wish to refer to parts of the Northumberland County units of study (Years 3, 4, 5 and 6) for Christianity, Judaism, Islam, Hinduism and Sikhism, and the Guidance about Teaching Humanism produced by North-East Humanists. All these can be accessed via the Services for Schools website.

Oak Academy <https://www.thenational.academy/>

- **Requirement A1:** Oak Academy Y4 Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?; Y6 Pilgrimage: why are people still drawn to ancient places?; Oak Academy Y3 Festivals: how do ancient stories influence modern celebrations?; Oak Academy Y3 Rites of passage: How do communities mark growing up?
- **BBC Teach R** is for Rituals <https://www.youtube.com/watch?v=RQUQQfsxPwk>;
- **Requirement A3:** Oak Academy Y5 Jews: how does remembering maintain Jewish identity?; Oak Academy Y4 Sikhs: how does Guru Nanak inspire Sikhs today?; Oak Academy Y3 Muslims: how does prayer and fasting help Muslims find harmony?; Oak Academy Y4 Spirituality: how is art used in religions and beliefs?; Oak Academy Y3 Spirituality: How do music and silence express beliefs?
- **Requirement B2:** Oak Academy Y5 Humanists: How can you lead a happy and meaningful life?; Oak Academy Y6 Ethics: How do we decide what is good?; Oak Academy Y4 Prophet Muhammad: how does he inspire Muslims today?; Oak

Academy Y5 Humanists: How can you lead a happy and meaningful life?; Oak Academy Y3 Holy Week: what do the stories say and what is their meaning?; Oak Academy Y3 Pesach: How do Jews remember God's covenant?

- **Requirement B3:** Oak Academy Y3 Pesach: How do Jews remember God's covenant?
- **Requirement C1:** BBC Teach C is for Creation <https://www.bbc.co.uk/teach/class-clips-video/articles/zvfp382>
- **Requirement C2:** Oak Academy Y6 Worldviews: how is our country and community changing?
- **Requirement C3:** Oak Academy Y4 Natural World: what does dharma teach about attitudes to the planet?
- **BBC Primary Religious Studies:** KS2 <https://www.bbc.co.uk/teach/topics/cmmp3ye818mt>

Key Stage Three

Teachers may wish to refer to parts of the Newcastle City units of study entitled *Applying Religious Teachings to a Concept: Justice, Investigating the Life and Impact of a Religious Teacher, Looking for Evidence of God, Sikhism: Beliefs and their Effect on Lifestyle, Sikhism: The Role of the Gurdwara, The Meaning of Jesus' Resurrection for Christians, Applying Religious Teachings to an Issue: Suffering, The Buddha: His Life and Teachings, The Influence of Beliefs on the Lifestyle of Believers and The Importance of Jerusalem.*

Teachers may wish to use parts of the Northumberland County units of study (Years 7, 8 and 9) for Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism, and the Guidance about Teaching Humanism produced by North-East Humanists. All these can be accessed via the Services for Schools website.

Oak Academy <https://www.thenational.academy/>

- **Requirement A1:** Oak Academy KS3 Unit 1 Blik: how do I interpret the world around me? (Philosophy); Oak Academy KS3 Knowing God: does religious experience prove God exists?
- **Requirement A2:** Oak Academy KS3: Matriarchs: are the women of the Bible victors or victims?; Oak Academy KS3 Ethics: How do we know what is 'good'?
- **Requirement A3:** Oak Academy KS3: Buddhism: how significant are the three jewels to Buddhists?
- **Requirement B1:** Oak Academy KS3 Changing world: How should the Earth's resources be used?
- **Requirement C3:** Oak Academy KS3 Ethics: How do we know what is 'good'?; Oak Academy KS3 Jesus: how do Abrahamic faiths view Jesus differently?; Oak Academy KS3 Prophethood: how are Abrahamic faiths connected through Prophets?
- **KS3 Religious Studies:** A-Z of Religion and Beliefs <https://www.bbc.co.uk/teach/class-clips-video/articles/znt647h>
- **KS3 Religious Studies:** BBC Teach <https://www.bbc.co.uk/teach/topics/c72q7vy4760t>

Key Stage 4 and 5

Oak Academy <https://www.thenational.academy/>

- Oak Academy Year 9 Religious law: what is the social context and relevance today?; Oak Academy Year 9: Rebels: should we embrace or challenge authority?
- Oak Academy Year 10 Worldviews: how do I see the world and does everyone see the same way?; Oak Academy Year 10: Religion and the Media: how can we live online together?; Oak Academy Year 10: Belief: what is religion and does everyone understand it in the same way?
- Oak Academy (GCSE route) Year 10 Units Beliefs and Practices (Christianity, Islam, Buddhism)
- Oak Academy (GCSE route) Year 11 Units Religion and Life; Religion, Peace and Conflict; Religion, Human Rights and Social Justice
- BBC Bitesize GCSE Religious Studies (organised by exam board) <https://www.bbc.co.uk/bitesize/subjects/zb48q6f>

General Resources for all ages

- BBC Bitesize <https://www.bbc.co.uk/bitesize/subjects/zmyb4wx>
- BBC Religions <https://www.bbc.co.uk/religion/religions/>
- BBC Primary Religious Studies <https://www.bbc.co.uk/teach/topics/cmmp3ye818mt>
- Humanism <https://humanists.uk/> ; <https://understandinghumanism.org.uk/>
- Religion Facts <https://religionfacts.com/>

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