

Pan Berkshire RE Syllabus Review

Progress Report
November 2011

Working party meetings

Bracknell Forest

Other Authorities

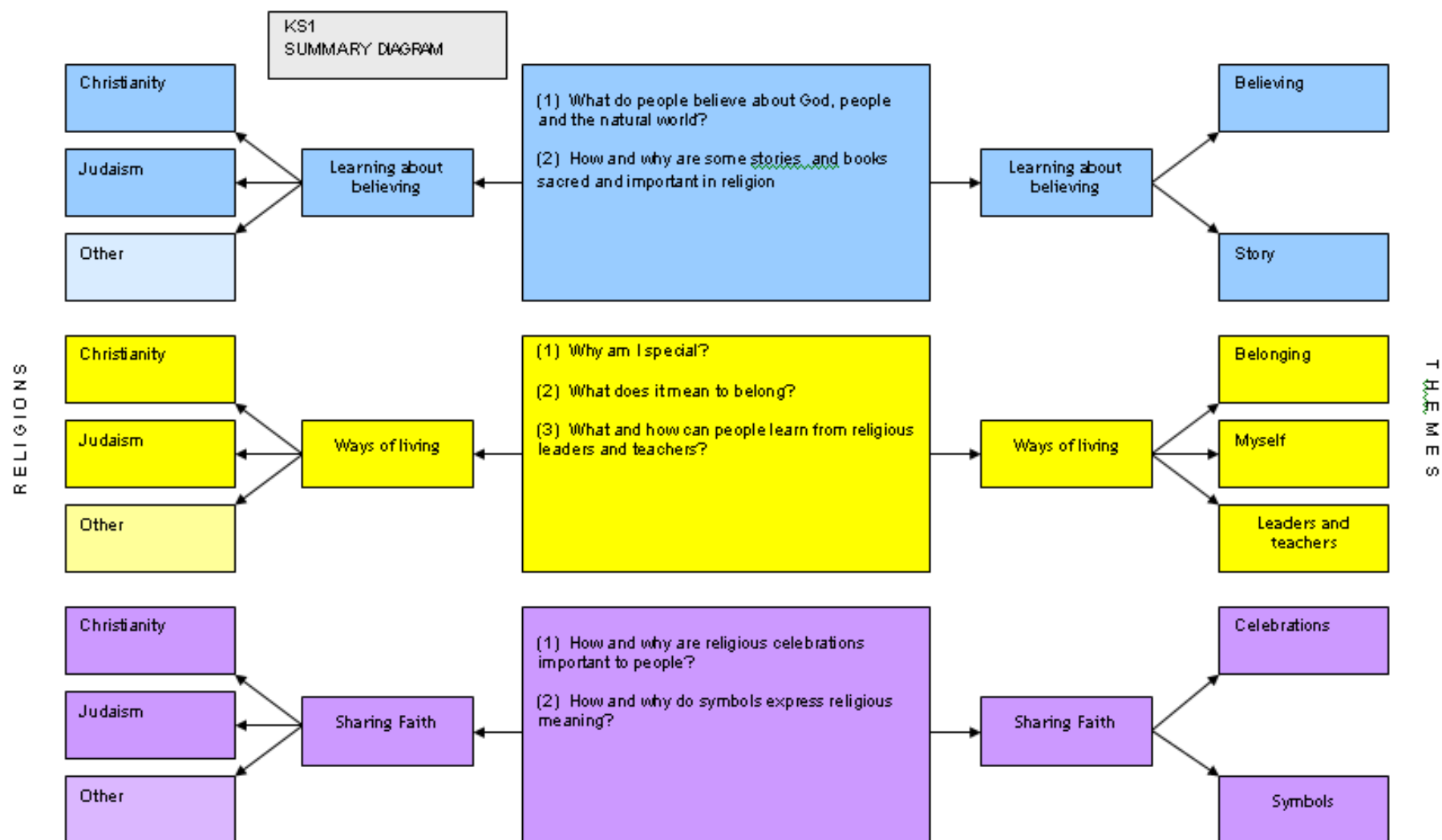
KS2

FS: R, Wk, WB

KS1: WB

KS2: R, W

KS3: R, Wk, WB x 2



This diagram sets out the key questions which form the heart of Key Stage 1 Religious Education. It shows how they have emerged from the themes suggested for the Key Stage in the Non-statutory National Framework for RE. These themes have been grouped under three areas of focus which shape the units of study found on the following pages. The diagram also highlights the idea that schools/teachers may choose to address the key questions from either a religion specific or a thematic perspective, or, indeed, a mix of the two approaches.

Overview of the key questions for Key Stages 1-3

BELONGING

Key Stage 1

- What does it mean to belong?
- How and why are celebrations, including religious celebrations, important to people?
- How and why do symbols express meaning including religious meaning?

Key Stage 2

- Why, where and how do people worship?
- Why are some occasions sacred to believers?
- What do people believe about life after death and how are these beliefs reflected in the ways in which they mark death?
- How and why are religious and spiritual ideas expressed and in the ways they are?

Key Stage 3

- Should people be allowed to express their spirituality in any way they choose?

BELIEVING

Key Stage 1

- What do people believe about God, people and the natural world?
- Who am I?
- How and why are some stories and books sacred and important in religion?

Key Stage 2

- How do people's beliefs about God, the world and others impact on their lives?
- How do sacred texts and other sources help people to understand God, the world and human life?

Key Stage 3

- To what extent is a person's purpose in life determined by their understanding of God?
- To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?
- Do scientific advances/discoveries challenge people's beliefs?
- Is it too much to ask people of different religions/philosophies to understand/accept each other's beliefs?

BEHAVING

Key Stage 1

- What and how can people learn from leaders and teachers including religious leaders and teachers?

Key Stage 2

- Why and how are people influenced and inspired by others?
- What influences the ways people behave and what is expected of a person in following a religion or belief?
- How and why do families and communities, including religious ones, live out what is important to them, their traditions and beliefs?
- How do people's beliefs, including religious beliefs, make a difference to the ways in which they respond to local and global issues of human rights, fairness, social justice and the importance of the environment?

Key Stage 3

- To what extent do people's beliefs affect their personal relationships?
- Do religious and secular philosophies have a duty to promote a balance between rights and responsibilities?
- To what extent do people's beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?
- Would the world be a better place if people from different faiths/philosophies worked together without conflict?



Suggestions for Foundation Stage RE illustrating five areas of exploration

1 Religious figures	2 Religious stories	3 Religious times	4 Religious places	5 Religious objects
<p>Religious leaders eg</p> <ul style="list-style-type: none"> vicars Priests Rabbis Imams Gurus Teachers <p>Great religious figures eg</p> <ul style="list-style-type: none"> Jesus, Mary, St Francis and other saints (C) Gotama Buddha Ganesh, Rama, Krishna, Hanuman (H) the Prophet Muhammad (pbuh) Moses, Ruth, David (J) Guru Har Gobind, Bhai Ghanaya (S) 	<p>Stories from faith traditions about helping others eg</p> <ul style="list-style-type: none"> Jesus and Zacchaeus (C) Siddattha and the swan (B) Rama and Sita (H) Muhammad (pbuh) and the sleeping cat (I) Muhammad (pbuh) and the crying camel (I) Ruth and Naomi (J/C) Moses (J/C) Guru Har Gobind's cloak (S) <p>Other religious stories eg</p> <ul style="list-style-type: none"> Creation stories Ganesh (H) Joseph (J/C) Jonah (J/C) David and Goliath (J/C) Noah <p>Stories Jesus told</p> <ul style="list-style-type: none"> the Good Samaritan (C) The Lost Sheep 	<ul style="list-style-type: none"> Christmas, Harvest, Easter, Church colours for seasons (C) Mothering Sunday (C) Chinese New Year Divali, Raksha Bandhan (H) Eid ul Fitr, The Prophet Muhammad's (pbuh) birthday (I) Sukkot, Hanukkah, Simchat Torah, Shabbat (J) birthday of Guru Nanak (S) Wesak (B) Summer and Winter solstices baptism naming ceremonies weddings death times of prayer and worship 	<ul style="list-style-type: none"> Local places of worship Memorials eg seats, windows, grave stones home shrines the environment/world Jesus's birth in Bethlehem (C) Jerusalem (C, I, J) Makkah (I) River Ganges (H) The Golden Temple in Amritsar (S) Haifa (Ba) Stonehenge 	<ul style="list-style-type: none"> clothes eg clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah (J), tallit (J), 5 Ks (S) food eg Shabbat (J), Langar (S), festival foods artefacts eg home shrines, items within places of worship, prayer mat (I), prayer beads, mezuzah (J), tallit (J)
Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions	Some suggestions for leading questions
<ul style="list-style-type: none"> Who am I? What makes me, my family and friends special? Who are these religious figures and what makes them special? What do you think about...? 	<ul style="list-style-type: none"> Why do you like this religious story? What makes this religious story important? How do we know this is an important story? What can we learn from this story? 	<ul style="list-style-type: none"> Why do we/others celebrate special/religious times? How can we/others celebrate special times? Why should we/others give thanks? Why is praying so important to some people? 	<ul style="list-style-type: none"> Why are some places special? Why do we/others go to special places? How do we/others feel in these places? 	<ul style="list-style-type: none"> Why are some things precious? How should we/others treat things that are precious?

Key: C – Christianity; B – Buddhism; Ba – Baha'i; H – Hinduism; I – Islam; J – Judaism; S – Sikhism