

## Religious education key questions: an overview

|   | FS (Discovering)  | KS1 (Exploring)   | Lower KS2 (Connecting)  | Upper KS2 (Connecting)   | KS3 (Applying/Interpreting)   |
|---|---|---|---|--|---|
| Religion/belief   | Christianity plus others  | Christians, Jews and Muslims  | Christians, Muslims, Hindus and Jews  |  | Christians, Muslims, Buddhists, Sikhs   |
| <b>Christianity:</b><br>God<br>Creation<br>Fall<br>People of God<br>Incarnation<br>Gospel<br>Salvation<br>Kingdom of God  | F1 Why is the word 'God' so important to Christians? [God]<br>F2 Why is Christmas special for Christians? [Incarnation]<br>F3 Why is Easter special for Christians? [Salvation] | 1.1 What do Christians believe God is like? [God]<br>1.2 Who do Christians say made the world? [Creation]<br>1.3 Why does Christmas matter to Christians? [Incarnation]<br>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]<br>1.5 Why does Easter matter to Christians? [Salvation] | L2.1 What do Christians learn from the creation story? [Creation/Fall]<br>L2.2 What is it like for someone to follow God? [People of God]<br>L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]<br>L2.4 What kind of world did Jesus want? [Gospel]<br>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]<br>L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God] | U2.1 What does it mean if Christians believe God is holy and loving? [God]<br>U2.2 Creation and science: conflicting or complementary? [Creation]<br>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]<br>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]<br>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]<br>U2.6 For Christians, what kind of king is Jesus? [Kingdom of God] | 3.1 What does it mean for Christians to believe in God as Trinity? [God]<br>3.2 Should Christians be greener than everyone else? [Creation]<br>3.3 Why are people good and bad? [Fall]<br>3.4 Does the world need prophets today? [People of God]<br>3.5 What do people do when life gets hard? [Wisdom]<br>3.6 Why do Christians believe Jesus was God on Earth? [Incarnation]<br>3.7 What is so radical about Jesus? [Gospel] |
| <b>Buddhism:</b><br>Buddha<br>Dhamma<br>Sangha  |   |   |   |  | 3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]  |
| <b>Hinduism:</b><br>Samsara and moksha<br>Brahman (God) and atman<br>Karma and dharma                                     |   |   | L2.7 What do Hindus believe God is like? [Brahman/atman]<br>L2.8 What does it mean to be Hindu in Britain today? [Dharma]   | U2.7 Why do Hindus want to be good? [Karma/dharma/samsara/moksha]  | 3.9 Why don't Hindus want to be reincarnated and what do they do about it? [Samsara/moksha/Brahman/atman/karma/dharma]  |
| <b>Islam:</b><br>God/Tawhid<br>Iman (faith)<br>Ibadah (worship)<br>Akhirah (life after death)<br>Akhlaq (virtue/morality) |   | 1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]  | L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]   | U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]   | 3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [Iman/ibadah/akhlaq]  |

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|--|---------------------------------------|--|--|---|---|
| <b>Judaism:</b><br>God<br>Torah<br>The People and the Land   |                                       | 1.7 Who is Jewish and how do they live? [God/Torah/People]               | L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] | U2.9 Why is the Torah so important to Jewish people? [God/Torah]  | <b>3.11</b> What is good and what is challenging about being a Jewish teenager in the UK today? [People and the Land] |
| <b>Sikhism:</b><br>God<br>Values (Nam Simran, kirat karna, vand chhakna, seva)<br>The Gurus<br>Panth (community) |                                       |  |  |   | <b>3.12</b> How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/Panth]      |
| <b>Non-religious worldviews</b>  |                                       |  |  | U2.10 What matters most to Humanists and Christians?  | <b>3.13</b> What difference does it make to be an atheist or agnostic in Britain today?                               |
| <b>Thematic</b>  | F4 Being special: where do we belong? | 1.8 What makes some places sacred to believers?                          | L2.11 How and why do people mark the significant events of life?                                       | U2.11 Why do some people believe in God and some people not?  | <b>3.14</b> Good, bad; right, wrong: how do I decide?   |
|  | F5 Which places are special and why?  | 1.9 How should we care for others and the world, and why does it matter? | L2.12 How and why do people try to make the world a better place?                                      | U2.12 How does faith help when life gets hard?  | <b>3.15</b> How far does it make a difference if you believe in life after death?                                     |
|  | F6 Which stories are special and why? | 1.10 What does it mean to belong to a faith community?                   |  |   | <b>3.16</b> Why is there suffering? Are there any good solutions?   |
|  |                                       |  |  | Note:<br>For Church schools, two additional units are provided in the Understanding Christianity materials:<br>How can following God bring freedom and justice? [People of God]<br>What difference does the Resurrection make for Christians? [Salvation] | <b>3.17</b> Should happiness be the purpose of life?  |
|  |                                       |  |  |   | <b>3.18</b> How can people express the spiritual through the arts?  |

## End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

| Teaching and learning approach   | End KS1<br>Pupils can ...   | End lower KS2<br>Pupils can ...  | End upper KS2<br>Pupils can ...  | End KS3<br>Pupils can ...  |
|--|---|--|--|--|
| <b>Element 1:</b><br><b>Making sense of beliefs</b><br>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. | <ul style="list-style-type: none"> <li>identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul> | <ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>  | <ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul> | <ul style="list-style-type: none"> <li>give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li> <li>taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently</li> <li>in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul> |
| <b>Element 2:</b><br><b>Understanding the impact</b><br>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.  | <ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>   | <ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul> | <ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>  | <ul style="list-style-type: none"> <li>give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li> <li>show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>   |

| Teaching and learning approach  | End KS1<br>Pupils can ...  | End lower KS2<br>Pupils can ...   | End upper KS2<br>Pupils can ...  | End KS3<br>Pupils can ...   |
|---|--|---|--|---|
| <p><b>Element 3:</b><br/><b>Making connections</b></p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p> | <ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul> | <ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul> | <ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul> | <ul style="list-style-type: none"> <li>give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li> <li>respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li> </ul> |