

# **AGREED SYLLABUS FOR TEACHING R.E. IN SWINDON**

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## **AGREED SYLLABUS**

Welcome to the Agreed Syllabus for Religious Education for the Borough of Swindon.

### **The importance of religious education**

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

## **Introduction**

This Agreed Syllabus is the revised version of the syllabus *Thinking Together*. It is the legal document to be followed for the teaching of religious education in Swindon. It has been published following the launch of the National Framework for religious education by the Qualifications and Curriculum Authority(QCA). This is a welcome document which has been used to inform the revisions in this syllabus.

## **The Legal Requirements**

The Education Act 1996 requires that:

- religious education should be taught to all students other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers rights are safeguarded should they wish to withdraw from the teaching of religious education.
- religious education in all community and voluntary controlled schools should be taught in accordance with the Agreed Syllabus.
- an Agreed Syllabus must *reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions in Great Britain.*
- an Agreed Syllabus “must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- an Agreed Syllabus conference must be convened every five years to review the existing syllabus.

## **The Status of Religious Education within the Curriculum**

Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the National Curriculum. Religious education is to have equal standing in relation to the core and foundation subjects within the school. It differs from the subjects of the National Curriculum only in that it is not subject to national prescription in terms of attainment targets and programmes of study. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the LEA.

## **Time for Religious Education**

It is recommended that the following minimum hours should be devoted to religious education, and the programmes of study have been designed with these time recommendations in mind:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- Key Stage 3: 45 hours per year
- Key Stage 4: 45 hours per year
- Key Stage 5: there is no recommended minimum time allocation

*Collective worship is not part of the taught day and cannot be considered as part of the recommended time for teaching the Agreed Syllabus.*

The requirement to teach religious education does not apply to nursery classes but it does apply to children in Reception classes.

### **Aims of the Agreed Syllabus for Religious Education**

#### **Religious Education will:**

- Start from the pupil's own perspective and create space within learning in which the pupil's knowledge, ideas, attitudes, values, beliefs and spirituality are recognised and articulated.
- Develop the pupils' use of language, reinforcing and introducing them to linguistic tools which will enable them to learn to think critically and express their developing ideas, values, beliefs and spirituality.
- Be enjoyable, encourage a love of learning and a desire to engage in lifelong learning

Pupils will have the opportunity to:

- Build knowledge and understanding of the beliefs and practices of Christianity and the other principal world faiths and to encounter the insights and understandings of other religious traditions and secular world views.
- Focus and reflect critically on a range of visions, wisdom and truth claims belonging to the world's religious traditions and secular world views
- Explore right and wrong, morality and ethics, within religion and human experience.
- Develop their own creativity and spirituality, and an appreciation of creativity and spirituality of others.
- Develop their own perspectives, conclusions and responses to the issues raised by religion and human experience.

## Skills to be developed in Religious Education

Our teaching must stimulate curiosity, and develop children's sense of exploration and discovery. We aim to help children understand that questions in RE are in the main contentious, and that worthwhile questions in RE will seldom simply be answered by facts. In RE we aim to develop a classroom where inquiry is the norm – children are encouraged to look for alternative possibilities and to be open-minded and flexible in their thinking. We aim to teach children to think for themselves, become reflective learners and draw their own conclusions.

A broad and secure base of skills which underpins the ability to think, reason, reflect and articulate ideas, and that is applicable to the whole curriculum, is vital in giving children access to good religious education. These skills are **cumulative** across the key stages and include:

### **Investigation – I can search for answers:**

- I can ask appropriate questions;
- I can gather evidence from many different sources e.g. people, texts, artefacts, media, ICT;
- I can discover criteria and explore concepts and their boundaries e.g:

a friend is...(definition). Is a parent or a pet a friend?

a human is (definition)...Is a foetus a human?

God is.....(definition). What is God like?

- I do not make assumptions – well, not too often!

just because X says it is true does not mean that it is true;

just because X is usually what happens, does it mean that it will always happen?

- I can find and suggest solutions.

### ▪ **Interpretation – I can interpret words, actions, events, symbols and artefacts:**

- I can give examples of how humans try to make sense of their experience e.g. “I was sad then my Grandad died”;
- I can suggest meaning of my own e.g. “I think...because”;
- I can explain the meanings that are given by others;
- I can see implications – of actions; of events; of words; of belief, e.g:

is X implying that he is right and others are wrong?

I know that if I behave like this then there will be consequences;

I know that belief affects behaviour;

- I can imagine and reflect on other possibilities e.g. “Have you ever thought about...creation, death, loss, awe and wonder?”
- I can develop and expand my own ideas.

**Analysis and Evaluation – I can develop an argument:**

- I can voice my opinions and my ideas;
- I can give my reasons;
- I can look for explanations;
- I can consider alternatives;
- I can seek reasons – from others; from myself;
- I can explore agreement and disagreement;
- I can search for and weigh up evidence;
- I can use examples to show how an argument is weak or strong;
- I can make considered and reasoned judgements.

**Synthesis – I can link ideas to make the bigger picture clearer:**

- I know that others including those of faith communities can share common values and ideas e.g:

The value of community life;

that charity is important;

that killing is wrong.

**Application – I can apply the learning gained in AT1 to my own and other people’s beliefs, ideas and experiences (AT2):**

**Links:**

- a Muslim thinks that respect is important because... respect is important to me because...
- a celebration is important to many believers...human beings like to celebrate because...
- I know and can explain that there are connections between the values held both between members of different faith communities and those with no faith at all e.g. value of life.

**Distinctions:**

- I can make distinctions – does everyone think the same? Are there different beliefs about the same concept, e.g.:

what happens after death?

Is Jesus the son of God?

forgiveness

### **Communication – I can communicate my thoughts, ideas, beliefs and values:**

- I can state my opinion about matters of fact and of deep concern;
- I can empathise with the opinions and concerns of others;
- I can stick to the point in discussion – I can connect what someone says to the topic we are discussing. I can show others how a comment helps us with the topic we are discussing;
- I can say “I think this idea will help us...”. I can say “Today in RE I have learned...”;
- I can accept criticism – I know that I may be wrong; I know there are other points of view; I can argue against my own ideas;
- I can correct myself: “I am trying to say...” “I did think...but now I think...”;
- I know that I can make mistakes safely in this classroom so that I can learn.

The teacher will identify several skills for development within each unit of work taught. This will normally be two or three skills for development in each half term.

## Attitudes in religious education

The following attitudes are essential for good learning in religious education and should be developed at each stage or phase of religious education:

self-awareness  
respect for all  
open-mindedness  
appreciation and wonder.

Self-awareness in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

▪ Respect for all in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when those views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias.
- being sensitive to the feelings and ideas of others.

▪ Open-mindedness in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

▪ Appreciation and wonder in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

## **The Foundation Stage**

The Foundation Stage focuses on the needs of children aged three to the end of the Reception year in primary school. There is a legal obligation to deliver religious education to reception class children within the Foundation stage according to the local Agreed Syllabus. The guidance in this section will help contribute to what children are expected to achieve by the end of the reception year as identified in the early Learning Goals. There are particularly useful links with

- personal and social development
- communication, language and literacy
- knowledge and understanding of the world
- creative development

Children will have the opportunity to:

- share enjoyment of a celebration at home or at school
- recognise that not people belong to the different cultures and communities
- hear a range of stories from different faiths and cultures
- explore artefacts
- listen to a variety of music from different cultures
- listen to stories that focus on feelings and emotions
- experience “quiet times” for reflection
- be introduced to belief in God as important for some people.
- experience beauty and wonder in the natural world.
- hear and use some basic religious vocabulary
- ask questions and express curiosity , wonder and delight

## **Knowledge and Understanding of Religion**

Pupils should:

- hear stories from the Bible and other sacred texts as appropriate
- become aware of special times that are celebrated e.g, birthdays , festivals that are important to the children in the class. They should become aware that some festivals/ celebrations are important to certain groups of people.
- become aware of people who love them , take care of them and who are special to them in other ways.
- begin to be aware of their own uniqueness and significance.
- become aware that prayer is about talking to God and know that people pray in different ways and different places but that there are special places of worship that are important to some communities. They should take part in school worship and begin to recognise some prayers and songs that make reference to God.
- begin to know some symbols associated with faiths represented in their class and the names for some of these e/g. cross, prayer mat, menorah etc.

- learn about special buildings and places of worship and what is significant about them.
- have opportunity to explore their own feelings and the sense of a special occasion in their home lives or in the life of the school

### **Learning from Religion**

Pupils should:

- make a response to a story that they have heard with their own feelings and ideas
- share feelings around a significant event or celebration
- ask questions
- respond in creative ways
- listen to what others have to say and being respectful when handling special objects
- show and express wonder at the world around them
- express joy , excitement etc.

### **Questions that indicate breadth and depth of study for the foundation stage.**

Who is special to me?

How am I special?

Why is God special to some people?

How do people talk to God?

What stories do I enjoy?

What stories from Holy Books are special to some people?

Why do we say thank you / sorry?

Why do some people say thank you/sorry to God?

Where do I belong?

Where do others belong?

What do I like to celebrate?

How do other people celebrate?

What places are special to me?

What places are special to others?

## **Breadth of Study**

**The Swindon Syllabus for Key Stage 1 and 2** offers four curriculum models for primary schools. Each model provides for a major and minor focus as well as the principal Christian focus. The school will be able to select what they consider to be the most appropriate model for their school and community.

**At Key Stage 1** children will learn about and from Christianity and one other world faith which will become the **major focus** for the school.

**At Key Stage 2** children will continue with learning about and from Christianity and will continue to study the religion selected for Key Stage 1.

In years 5/6 they will be introduced to a further faith which will become the school's **minor focus**.

In addition pupils will have the opportunity to encounter up to two other faiths. This may be done by using materials from the Programmes of Study, or by providing an "RE Day" e.g. "*Hindu Experience Day*" where pupils will have the opportunity to , for example,

- visit a place of worship
- receive a visitor from the faith
- engage in art/drama/dance/music to explore some stories from the faith

In years 5/6 pupils will have the opportunity to compare/contrast two or three particular aspects of the faith that they have studied.

*It is not essential that the units of work are taught in any particular order.*

## **Questions that indicate the breadth of study for Key Stage 1 and 2:**

### **Key Stage 1**

- How do religious families and communities practise their faith?  
*How am I valued by my family and community?*
- How is the place of worship important to believers?  
*What buildings/places are significant or special to me?*
- Which Holy books inspire and teach faith communities? What do sacred texts say about God, the world and human life?  
*Which stories mean a lot to you and make you think?*
- Who are significant people to faith communities?  
*Who are the special people in my life?*
- How do leaders of the faith communities and sacred texts help people understand about God and live their daily lives?  
*Who or what helps me understand how I should live with others?*

- How do people of faith celebrate?  
*What celebrations are important to me?*
- How and why is prayer important for members of a faith community?  
*What do I think about prayer?*

## **Key Stage 2**

- How do sacred texts present a challenge to members of a faith community and influence their decisions and actions?  
*What sources of authority influence my decisions and actions?*
- How are religious and spiritual ideas expressed in buildings, symbols, worship and the arts?  
*What inspires you?*
- What different sorts of writing do we find in sacred literature? How does the written word inspire and guide members of the faith community?  
*In what sense do you consider writing from sacred literature to be true?*
- How do members of a faith community respond to issues of human rights, social justice, and the importance of the environment?  
*What do I think about these issues?*
- What does it mean to go on a pilgrimage? What commitment is involved?  
*How do I demonstrate commitment to an institution or to a value or belief?*
- How is God represented in different faiths?  
*How do I make sense of different ways in which God is represented?*  
*What do I believe about God?*
- What religions are found in our community and what contribution does this make to local life?  
*How do conversations with members of a religious community help me to understand their faith and my own values and beliefs?*
- How is hope for the future expressed in religion and in ideas about life and death?  
*What is my hope for the future? How can I make a difference?*

This approach will ensure that pupils study two faiths in some depth, but will also have the opportunity to acquire some knowledge and understanding of other faiths represented in the Borough of Swindon. It will also ensure that the religious education curriculum in Swindon is broad and balanced.

**At Key stage 3** pupils will continue to have a broad and balanced curriculum and will study Christianity , Buddhism Hinduism and Sikhism but will make links between concepts that are common to all the religions they have studied as well as being aware of those that are specific to particular faiths.

They will have to opportunity to evaluate some Jewish and Islamic concepts as expressed in beliefs, values and practices within specific situations and justify their response to difference recognising the challenges this raises for society.

It is essential that religious education enables pupils to share their own beliefs, viewpoints and ideas whether they come from religious backgrounds or have no attachment to religious beliefs and practices. Pupils should have the opportunity to reflect upon the importance of interfaith dialogue to make reasoned and informed choices about difference, appreciating the challenges of faith in responding to questions of meaning and purpose. By the end of Key Stage 3 pupils will have encountered the 6 principal religions.

**At Key Stage 4** it is the expectation that pupils will follow a GCSE short or long course in religious studies or religious education.

In schools where students are not studying religious studies or religious education to GCSE specification the schools own certificated course should be provided, applying the enquiry and skills identified for Key stage 4 in the appendix to the Agreed Syllabus.

The short course GCSE is designed to be delivered in 5% of curriculum time, 70 hours across Key Stage 4. In the case of a certificated course, the minimum recommended time is 45 hours per year. It is a legal requirement to include religious education in both years 10 and 11. It is recommended that courses followed at Key stage 4 will include the study of two religions.

Key Stage	Principal Focus	Major Focus	Minor Focus	Encounter	Comparative and Contrasting Concepts
Key Stage 1	Christianity	Islam or Judaism or Hinduism or Sikhism	---		-----
Key Stage 2	Christianity	Continued from KS 1	Islam or Judaism Hinduism or Sikhism	Faiths not taught as major or minor focus	Christianity, Islam, Judaism
Key Stage 3	Christianity	Buddhism, Hinduism, Sikhism	Buddhism, Hinduism, Sikhism	Islam, Judaism Secular philosophies and world views	Chosen from within Christianity and one or more principal world faiths or other religious traditions as school feels appropriate
14-19 Curriculum SACRE recommends that students follow a qualification approved under section 96 i.e. Short or Full Course GCSE RE or the school's own certificated course.	Christianity	-----	-----		Chosen from within Christianity and one or more principal world faiths or other religious traditions as school feels appropriate with a minimum of two concept targets explored through Islam.

**World Faiths for Study : The requirements for the study of world faiths are:**

By the end of Key Stage 3 students will have encountered all 6 principal religions, Christianity + 4 of these faiths will have been studied in depth. Students will also have encountered a selection of other religious traditions, secular philosophies and world views as appropriate to the context of the schools in which they have attended.

A principal focus : This refers to Christianity which must be studied at each key stage.

A major focus : This refers to the faith other than Christianity that you have chosen to study at depth in each key stage.

A minor focus : This refers to a 3<sup>rd</sup> faith that you have chosen to look at in a systematic way but not in as much depth.

An Encounter : This refers to a 4<sup>th</sup> faith or faiths or world view that you have chosen to look at. There will be no attempt at a systematic study of this faith/world view but you will seek to provide a flavour of some of the key insights, ideas and experiences of the faith groups.

## **Acknowledgements**

## **Attainment Targets for Religious Education**

### **Attainment Targets 1 and 2**

#### **Learning about religion (Attainment target 1) includes:-**

- Enquiry into, and investigation of, the nature of religion, its beliefs, truth claims, teachings and ways of life, sources, practices and forms of expression.
- Skills of interpretation, analysis, evaluation and explanation.
- Communicating their knowledge and understanding using specialist vocabulary.
- Identifying and developing an understanding of ultimate questions and ethical issues.
- Develop pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.

#### **Learning from religion (Attainment Target 2) is concerned with developing:-**

- Pupils' ability to reflect on and respond to their own and others' experiences in the light of their learning about religion.
- Pupils' skills of application, interpretation, evaluation and questioning of what they learn about religion.
- Pupils' ability to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.
- An attitude of willingness to question and explore in order to develop sensitivity and empathy towards others.

These two attainment targets are of equal importance to the teaching of RE. They are inter-dependant and should be delivered and assessed in a balanced and integrated way as indicated within each programme of study.

#### **Levels of Attainment**

The attainment targets for RE, the programmes of study and the breadth of study set out the knowledge, skills and understanding that students of different abilities and maturities are expected to have by the end of the key stage. The attainment target consists of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that students working at that level should characteristically demonstrate.

The level descriptions provide the basis to make judgements about students performance at the end of Key Stage 1,2 and 3. At key stage 4 national qualifications are the main means of assessing attainment in RE.

#### **Level 1**

##### **Attainment target 1**

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

##### **Attainment target 2**

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

## **Level 2**

### **Attainment target 1**

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

### **Attainment target 2**

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

## **Level 3**

### **Attainment target 1**

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

### **Attainment target 2**

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

## **Level 4**

### **Attainment target 1**

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

### **Attainment target 2**

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

## **Level 5**

### **Attainment target 1**

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

### **Attainment target 2**

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

## **Level 6**

### **Attainment target 1**

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions

and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

**Attainment target 2**

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

**Level 7**

**Attainment target 1**

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

**Attainment target 2**

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

**Level 8**

**Attainment target 1**

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

**Attainment target 2**

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

**Exceptional Performance**

**Attainment target 1**

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time.

They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

**Attainment target 2**

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

## Levels of Attainment In “Pupil Speak”

The levels of attainment are intended to aid teacher planning and assessment and pupil achievement. The levels will help teachers plan for differentiation and for pupil progression. The programmes of study contain a series of level statements. The RE levels are:

<p align="center"><b><u>Attainment Target One</u></b>  <b>Learning about Religion and Human Experience</b></p>	<p align="center"><b><u>K.S.1.2.3 Levels</u></b>  <b>Pupils can:</b></p>	<p align="center"><b><u>Attainment Target Two</u></b>  <b>Learning from Religion and Human Experience</b></p>
<p>I can recognise, name and recall religious stories and symbols</p>	<p>___ <b>1</b> ___</p>	<p>I can talk about my <u>experiences</u> and feelings I can respond ‘I think....’</p>
<p>I can show simple knowledge and understanding by identifying features of religion I can retell stories I can see similarities</p>	<p>___ <b>2</b> ___</p>	<p>I can ask questions I can give views and <u>recognise</u> my values ‘I think because....’ I can respond sensitively to the ideas of others by expressing feelings &amp; ideas</p>
<p>I can describe some key features I can identify the impact of religion (meaning) I can make links</p>	<p>___ <b>3</b> ___</p>	<p>I can identify what influences me I can ask important questions I can make links between my values and those of others by expressing ideas, opinions, beliefs</p>
<p>I can describe in <u>more detail</u> key features, similarity and difference, the impact of religion and meanings to forms of religious expression</p>	<p>___ <b>4</b> ___</p>	<p>I can raise and suggest answers to questions I can apply my own and others’ ideas I can share what inspires me</p>
<p>I can demonstrate detailed knowledge &amp; understanding by <u>explaining</u> the reasons for similarity and difference and the impact of belief on religious practice</p>	<p>___ <b>5</b> ___</p>	<p>I can explore by asking and suggesting answers to questions. I can explain why something inspires me. I can conclude, review and express my own views and those of others.</p>
<p>I can start to offer critical analysis and evaluation</p>	<p>___ <b>6</b> ___</p>	<p>I can express insights using reasoning and examples I can consider challenges</p>

The level descriptions provide the basis to make judgements about students performance at the end of the Key Stages 1,2, and 3. At key stage 4, national qualifications will be the main means of assessing attainment in RE unless the school is using its own certificated programme of study.

**Key Stage One:** Levels 1-3

**Key Stage Two:** Levels 2-5

**Key Stage Three:** Entry level\* is designed for pupils working within national curriculum levels one, two and three.  
Levels 3-7

**14-19 Curriculum:** Entry level\* is designed for students working within national curriculum levels one, two and three.  
Foundation is designed for students working towards GCSE D, E, F and G, GNVQ Foundation.  
Intermediate is designed for students working towards GCSE A\*, A, B, C, GNVQ Intermediate.  
Advanced is designed for students working towards Advanced Level, GNVQ Advanced.

Teacher planning should show how, through a variety of teaching and learning styles and methods of differentiation, children and young people are helped to make appropriate progress.

**Advice for gifted and talented**

It is expected that the majority of students will have achieved level 5 by the end of KS3. It is hoped that many will have gone further. Teachers will also want to challenge and encourage the gifted and talented in RE. The table below expands the outline guidance on Attainment levels from level 6 upwards.

<p>I start to offer critical analysis and evaluation by</p> <ul style="list-style-type: none"> <li>• giving an informed account</li> <li>• explaining reasons for diversity and variation</li> <li>• by interpreting sources and arguments</li> <li>• by interpreting the significance of different forms of expression</li> </ul>	<p>6</p>	<ul style="list-style-type: none"> <li>• I can express insights using reasoning and examples</li> <li>• I can consider challenges</li> </ul>
<p>I begin to give mature and balance evaluations by</p> <ul style="list-style-type: none"> <li>• showing a coherent understanding</li> <li>• analysis of issues</li> <li>• accounting for variation</li> <li>• explaining the consequence of belonging</li> </ul>	<p>7</p>	<p>I can relate learning to a wider context by</p> <ul style="list-style-type: none"> <li>• articulating personal and critical responses</li> <li>• evaluating in a reasoned and balanced way the significance and influence philosophical religious and secular world views</li> </ul>

<ul style="list-style-type: none"> <li>• I can contextualise interpretations</li> <li>• I can critically evaluate</li> <li>• I can analyse differing interpretations</li> <li>• I can interpret and evaluate</li> </ul>	8	<ul style="list-style-type: none"> <li>• I can coherently analyse</li> <li>• I can synthesise a range of evidence</li> <li>• I can provide a detailed evaluation</li> </ul>
<ul style="list-style-type: none"> <li>• I can provide a consistent and detailed analysis</li> <li>• I can evaluate in depth</li> <li>• I can recognise the extent of change over time</li> <li>• I can provide a detailed analysis</li> <li>• I can synthesise effectively</li> </ul>	Exceptional performance	<ul style="list-style-type: none"> <li>• I can analyse in depth</li> <li>• I can give independent, well informed and highly reasoned insights</li> <li>• I can provide well sustained and balance conclusions.</li> </ul>

### **Assessment, Recording and Reporting in Religious Education**

In Swindon the professional judgement of the teacher is respected in the assessment of Religious Education

Assessment should be used to inform teachers' planning, and pupil progress and development, by highlighting individual pupils strengths and areas for development.

Over the academic year both AT1 and AT 2 should be assessed. Wherever possible this should be achieved through a key task that integrates the assessment of both attainment targets.

Three times a year a minimum of one key task, focusing on the level statements within a programme of study, should be completed. This need not always be a formal written task. Teachers are encouraged to use their creativity and skills in developing assessment tasks.

There are of course limits to assessment in RE. The power of the subject is that there are occasions when pupils will show spiritual insights and understanding of great depth. This is to be encouraged and valued. Where possible this should also be recorded. However it is important that the fact that some aspects of RE cannot be assessed should not be used as an excuse for not assessing, crediting and celebrating pupils achievements in Religious Education.

### **Reporting to parents**

On an annual basis the school will report to parents on the attainment and progress in RE based on teacher judgement. Comments made in the report should reflect pupil progress related to AT1 and AT2 and indicate how further progress might be made.

# **Pupils with Special Educational Needs**

## **Introduction**

All students in **mainstream schools** must be taught religious education unless their parents have requested their withdrawal from RE lessons. According to the Education Act (1981) students in **special schools** must be taught religious education “*so far as is practicable*”.

It is recognised that the programmes of study and end of key stage descriptions for a particular key stage may not reflect realistic expectations for some students with special educational needs.

Teachers will be sensitive to, and aware of, the distinctive needs of individual student and may select material from the key stage which is appropriate to their educational needs and capacities. Teachers should feel free to use material from a lower or higher key stage where this is more appropriate to the developmental needs of individual students.

Students’ activities should be differentiated so that students of all abilities are enabled to consolidate their learning. For some students this will involve work which is pre-Key Stage 1, where the students’ understanding will be working at the threshold of religious awareness. In such cases, the emphasis is likely to be on sensory experience, personal response and interaction, and the development of a simple awareness of religion through the senses.

All students can improve access to the RE curriculum by using a range of resources, including specialist aids and equipment.

## **Teaching methods**

Teaching methods should be stimulating and engaging, providing all students with access to religious education. Consideration, therefore, should be paid to different learning styles and the differing abilities of students so that all students make progress in their learning. A range of teaching and learning strategies which are effective for inclusive teaching of religious education might include:

- visits to places of worship, museums or art galleries
- inviting representatives from religious traditions as visitors to the class
- use of artefacts, big books, posters, videos, artwork, puppets
- use of picture or word cards for matching, classifying, prioritising, sequencing, etc
- use of art and craft to enable students to express their ideas
- use of drama, role play, gesture or dance
- use of music to create an atmosphere or for expression of ideas and emotions
- use of information and communication technology, such as digital cameras, interactive whiteboards, websites, etc.

## **In Teaching Attainment Target 2 pupils can**

- appreciate the world
- explore the significance of, and ask questions about, what they learn
- explore the things, times and events that are special in their lives, *for example, music, food and celebrations*
- experience times of stillness and quietness and develop the skill of reflection
- share feelings, experiences and their work with others
- appreciate the value of others and of being part of a group
- develop an understanding of moral values.

Teachers of students with special educational needs should focus on the questions that indicate breadth of study (see page.....)

It will often be difficult to form judgements about what a student has understood or appreciated from the experiences offered, but teachers can make judgements in relation to the P levels which outline early learning and attainment before Level 1 in eight levels, from P1 to P8 where appropriate.

## **Performance Descriptions**

The performance descriptions can be used by teachers in the same way as the National Curriculum level descriptions to:

- decide which description best fits a pupil's performance over a period of time and in different contexts.
- develop or support more focused day-to-day approaches to ongoing teacher assessment by using the descriptions to refine and develop long-, medium- and short-term planning
- track linear progress towards attainment at National Curriculum level 1
- identify lateral progress by looking for related skills at similar levels across their subjects
- record pupils' overall development and achievement, for example, at the end of a year or a key stage

## **Performance Descriptions across Subjects**

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate. Subject-focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts.

**P1(i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

**P1(ii)** Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, becoming still in response to silence*. They may give intermittent reactions, *for example, vocalising occasionally during group celebrations and acts of worship*.

**P2(i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, briefly looking around in unfamiliar natural and man-made environments*. They begin to show interest in people, events and objects, *for example, leaning towards the source of a light, sound or scent*. They accept and engage in coactive exploration, *for example, touching a range of religious artefacts and found objects in partnership with a member of staff*.

**P2(ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing that they have enjoyed an experience or interaction*. They recognise familiar people, events and objects, *for example, becoming quiet and attentive during a certain piece of music*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, repeating a simple action with an artefact*. They cooperate with shared exploration and supported participation, *for example, performing gestures during ritual exchanges with another person performing gestures*.

**P3(i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, prompting a visitor to prolong an interaction*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, stroking or shaking artefacts or found objects*. They observe the results of their own actions with interest, *for example, when vocalising in a quiet place*. They remember learned responses over more extended periods, *for example, following a familiar ritual and responding appropriately*.

**P3(ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting an adult to sing or play a favourite song*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, celebrating the achievements of their peers in assembly*. They may respond to options and choices with actions or gestures, *for example, choosing to participate in activities*. They actively explore objects and events for more extended periods, *for example, contemplating the flickering of a candle flame*. They apply potential solutions systematically to problems, *for example, passing an artefact to a peer in order to prompt participation in a group activity*.

### **Performance Descriptions in Religious Education**

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in RE. The descriptions provide an example of how this can be done.

**P4** Pupils use single elements of communication, *for example, words, gestures, signs or symbols*, to express their feelings. They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, *for example, matching their emotions and laughing when another pupil is laughing*. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.

**P5** Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, *for example, involving music, drama, colour, lights, food, or tactile objects*. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.

**P6** Pupils express and communicate their feelings in different ways. They respond to others in group situations and cooperate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, *for example, through gestures, facial expressions or by offering comfort*. They start to be aware of their own influence on events and other people.

**P7** Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, *for example, using role play*. They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.

**P8** Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.

## **P Levels for Religious Education in “Child’s Speak”**

### **P4**

Uses single elements of communication to express their feelings e.g. words, gestures, signs, symbols.

*I can show my feelings by using words, gestures, signs, symbols.*

They show they understand yes and no.

*I can show understanding of yes and no.*

They begin to respond to the feelings of others, e.g. matching their emotions

*I can show that I understand how others are feeling.*

They join in with activities by initiating ritual actions or sounds.

*I can show through words and actions that I have understood the meaning of what my teacher is saying.*

They may demonstrate an appreciation of stillness and quietness.

*I can sit quietly and be still, and show others when to be still.*

### **P5**

Responds appropriately to simple questions about familiar religious events or experiences and communicate simple meanings.

*I can answer simple questions about my learning in RE.*

Respond to a variety of new religious experiences, e.g. involving music, drama

*I can make a response to religious stimuli*

Take part in activities involving 2 or 3 other learners.

*I can take part in a small group.*

Engage in moments of individual reflection.

*I can show moments of quiet concentration.*

### **P6**

Express and communicate their feelings in different ways.

*I can show others how I am feeling in several ways.*

Responds to others in group situations and cooperate when working in small groups.

*I can listen and participate in small groups.*

Listens to and begins to respond to familiar religious stories, poems and music.

*I can*

Makes their own contribution to celebrations and festivals.

*I can join the celebration of an event.*

Carry out ritualised actions in familiar circumstances.

*I can show when ritualised actions are appropriate.*

To show concern and sympathy for others in distress e.g. by offering comfort, gestures

*I can comfort others when they are unhappy.*

They start to be aware of their own influence on events and other people.

*I know I have an influence on events and other people.*

Listen to and follow religious stories.

*I enjoy listening to religious stories.*

Communicate their ideas about religion, life events and experiences in simple phrases.

*I can show my ideas about religion, life events and experiences in simple phrases.*

Begin to identify some actions as right or wrong on the basis of the consequences.

*I can recognise that what I do has an impact on other people and situations and I can recognise that some things I do can be right or wrong.*

They find out about aspects of religion through e.g. stories, music, answer questions and communicate their responses.

*I can learn about aspects of religion and make a response.*

Communicate their feelings about what is special to them.

*I can show what is special to me.*

Beginning to understand that other people have needs and to respect them.

*I can show respect for other people's needs.*

Make purposeful relationships with others in group activity.

*I can work co-operatively with others in a small group.*

## **P8**

Listens attentively to religious stories or to people talking about religion.

*I can listen well to religious stories or to people talking about religion*

They begin to understand that religious and other stories carry moral and religious meaning.

*I can begin to recognise that stories have a meaning.*

Are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories.

*I can communicate in a clearer way my ideas, feelings and the contents of a story.*

They communicate simple facts about religion and important people in religion.

*I can recall simple facts and communicate them.*

They begin to realise the significance of religious artefacts, symbols and places.

*I know that some religious artefacts etc. are important to some people.*

They reflect on what makes them happy, sad, excited or lonely.

*I can communicate what makes me happy, said, excited or lonely.*

They demonstrate a basic understanding of what is right and wrong in familiar situations.

*I can show what is right/wrong in my own environment.*

They are often sensitive to the needs and feelings of others and show respect for themselves and others.

*I can feel for others and myself.*

They treat living things and their environment with care and concern.

*I can care for living things and my environment.*

## **Inclusion: Providing Effective Learning Opportunities for all Pupils**

Religious education has a significant contribution to make to inclusion issues, particularly in its focus on promoting respect and appreciating difference.

Religious education places considerable emphasis on the importance of students' specific religious beliefs and can play a part in raising students' self esteem.

### **Three Principles for Inclusion**

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

#### **A. Setting suitable learning challenges**

1. Teachers should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach will be needed to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].
2. For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will be necessary. In these circumstances, teachers may need to use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.
3. For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on materials from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

#### **B. Responding to pupils' diverse learning needs**

1. When planning, teachers should set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
2. To ensure that they meet the full range of pupils' needs, teachers should be aware of the requirements of the equal opportunities legislation that covers race, gender and disability.
3. Teachers should take specific action to respond to pupils' diverse needs by:
  - (a) creating effective learning environments

- (b) securing their motivation and concentration
- (c) providing equality of opportunity through teaching approaches
- (d) using appropriate assessment approaches
- (e) setting targets for learning

**Examples for B/3a – creating effective learning environments**

Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs

**Examples for B/3b – securing motivation and concentration**

Teachers secure pupils' motivation and concentration by

- using teaching approaches appropriate to different learning styles
- using, where appropriate, a range of organisational approaches, such as setting, grouping or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

**Examples for B/3c – providing equality of opportunity**

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment.
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

**Examples for B/3d – using appropriate assessment approaches**

Teachers use appropriate assessment approaches that:

- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form

- provide clear and unambiguous feedback to pupils to aid further learning.

### **Examples for B/3e – setting targets for learning**

Teachers set targets for learning that:

- build on pupils’ knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time
- are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

### **C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

A minority of pupils will have particular learning and assessment requirements which go beyond the provisions described in sections A and B and, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil’s progress in learning English as an additional language.

1. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

#### **Pupils with special educational needs**

2. Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers will encounter a wide range of pupils with special educational needs, some of whom will also have disabilities. In many cases, the action necessary to respond to an individual’s requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice, or, in exceptional circumstances, with a statement of special educational need. Teachers should, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.

2. Teachers should take specific action to provide access to learning for pupils with special educational needs by:
  - a. providing for pupils who need help with communication, language and literacy
  - b. planning, where necessary, to develop pupils’ understanding through the use of all available senses and experiences
  - c. planning for pupils’ full participation in learning and in physical and practical activities
  - d. helping pupils to manage their behaviour, to take part in learning effectively and safely and, at key stage 4, to prepare for work
  - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Examples for C/3a – helping with communication, language and literacy**

Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand

- using visual and written materials in different formats, including large print, symbol text and Braille
- using ICT, other technological aids and taped materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

#### **Examples for C/3b – developing understanding**

Teachers develop pupils' understanding through the use of all available senses and experiences by:

- using materials and resources that pupils can access through sight, touch, sound taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment

#### **Examples for C/3c – planning for full participation**

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

#### **Examples for C/3d – managing behaviour**

Teachers help pupils to manage their behaviour, take part in learning effectively and safely and, at key stage 4, prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

#### **Examples for C/3e – managing emotions**

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

#### **Pupils with disabilities**

4. Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the

National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

5. Teachers should take specific action to enable the effective participation of pupils with disabilities by:
  - a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
  - b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
  - c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

#### **Example for C/5a – planning to complete tasks**

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur

#### **Pupils who are learning English as an additional language**

6. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.
7. The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
8. Teachers should take specific action to help pupils who are learning English as an additional language by:
  - a. developing their spoken and written English
  - b. ensuring access to the curriculum and to assessment.

#### **Examples for C/8a – developing spoken and written English**

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture

- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

### **Examples for C/8b – ensuring access**

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.

### **Use of Information and Communication Technology across the Curriculum**

1. Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in RE.
2. Pupils should be given opportunities to support their work by being taught to:
  - a. find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
  - b. develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
  - c. exchange and share information, both directly and through electronic media
  - d. review, modify and evaluate their work, reflecting critically on its quality, as it progresses.
  - e. use audio resources to enhance new understanding of beliefs, practices and life styles of the world faiths they are studying, as well as to engage with ethical issues and questions of meaning.

# **CURRICULUM MAP 1**

## **CHRISTIANITY**

**MAJOR FOCUS – ISLAM**

**MINOR FOCUS – JUDAISM**

**ENCOUNTER – HINDUISM AND SIKHISM**

Curriculum Map 1

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? <i>What do I believe?</i>	Why is Jesus special to Christians? <i>Who is important to me?</i>	Why is the church a special place for Christians? <i>What places are special for me?</i>	Why is Easter a time of celebrations for Christians? <i>What and how do I celebrate?</i>	What do Muslims believe about God? <i>What do I find interesting or puzzling about these ideas?</i>	Why do Christians pray? <i>What do I think about prayer?</i>
Year 2	Why is the Bible a holy book for Christians? <i>What stories are special to me?</i>	How did Jesus show friendship? <i>How do I show friendship to others?</i> Christmas Why do Christians celebrate at Christmas?	How do Christians care for others? <i>What influences me in the way I treat others?</i>	Who were leaders in the Bible? <i>Who leads and influences me?</i>	Why is the mosque a special place for Muslims? <i>What buildings are important in my community?</i>	Why is Prophet Muhammad special to Muslims? <i>What is important in my home life?</i>
Year 3	How do local Christians show their commitment to Jesus' teaching? <i>What do I think of the values Christians hold?</i>	<i>Encounter unit – Hinduism</i>  Christmas	How does a church building help Christians to worship? <i>How do I respond to the idea of a holy place?</i>	<i>What do I think of the ideas of forgiveness &amp; sacrifice,</i> explored by Christians at Easter?	How is the mosque the centre of the Islamic community? Why is prayer important to Muslims? <i>What inspires and influences me?</i>	What do Christians believe about prayer? <i>What questions do I have about prayer?</i>
Year 4	What is the Bible? How do Christians use the Bible? <i>What is my view of the Bible?</i>	How do artists interpret the life of Jesus? <i>How do I interpret pictures of Jesus?</i>  Christmas	What do the parables of Jesus teach us? <i>How do stories convey messages to me?</i>	<i>Encounter unit – Hinduism</i>  Easter	How do Muslims show commitment to the 5 Pillars? Why do Muslims celebrate Eid? <i>How do I show commitment to my own values?</i>	How was the Qu'ran revealed to Prophet Muhammad and how is it authoritative for Muslims? <i>What is authoritative for me?</i>
Year 5	What do the Gospel writers tell us about the life of Jesus? <i>What do I find significant in the life of Jesus?</i>	What do Christians believe about the incarnation? <i>What are my hopes for the future?</i>	<i>Minor focus</i> Why is the Torah a sacred text for Jews? How do Jews maintain their identity? <i>What is my identity?</i>	How and why do Christians believe they are responsible for the created world? How do others see this responsibility? <i>What responsibilities do I have?</i>	How have Christians sought to follow the teachings of Jesus? <i>Who do I admire as a role model?</i>	<i>Minor focus</i> What is the place of Abraham and Moses in the Jewish faith? How does Passover remind Jews of their identity? <i>What models do I live by?</i>
Year 6	<i>Encounter unit - Sikhism</i>	How do Christians worship? <i>How can I communicate what inspires and influences me?</i>	Why do people believe in God? <i>What do I believe and value?</i>	What do Christians believe happened at Easter? <i>What do I believe about issues of life and death?</i>	<i>Compare and Contrast unit</i> Why do people go on pilgrimage? <i>How can my life be seen as a journey?</i>	<i>Compare and Contrast unit</i> Why are there similarities/ differences between how commitment to a faith is expressed? <i>How do I communicate my own commitment?</i>

## **CURRICULUM MAP 2**

### **CHRISTIANITY**

**MAJOR FOCUS – JUDAISM**

**MINOR FOCUS – ISLAM**

**ENCOUNTER –SIKHISM AND HINDUISM**

Curriculum Map 2

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? <i>What do I believe?</i>	Why is Jesus special to Christians? <i>Who is important to me?</i>	Why is the church a special place for Christians? <i>What places are special for me?</i>	Why is Easter a time of celebrations for Christians? <i>What and how do I celebrate?</i>	What do Jews believe about God? <i>How do I show responsibility for the natural world?</i>	Why do Christians pray? <i>What do I think about prayer?</i>
Year 2	Why is the Bible a holy book for Christians? <i>What stories are special to me?</i>	How did Jesus show friendship? <i>How do I show friendship to others?</i> Christmas Why do Christians celebrate at Christmas?	How do Christians care for others? <i>What influences me in the way I treat others?</i>	Who were leaders in the Bible? <i>Who leads and influences me?</i>	Why is the synagogue a special place for Jews? <i>What buildings are important in my community?</i>	Why is Moses a special person for Jews? <i>Who or what helps me understand how I should live?</i>
Year 3	How do local Christians show their commitment to Jesus' teaching? <i>What do I think of the values Christians hold?</i>	<i>Encounter unit – Sikhism.</i>  What symbols are important in the Christmas story?	How does a church building help Christians to worship? <i>How do I respond to the idea of a holy place?</i>	<i>What do I think of the ideas of forgiveness &amp; sacrifice,</i> explored by Christians at Easter?	How do Jews worship in the synagogue? How is the faith observed at home and in the community? <i>Where do I experience worship?</i>	How do Christians believe about prayer? <i>What questions do I have about prayer?</i>
Year 4	What is the Bible? How do Christians use the Bible? <i>What is my view of the Bible?</i>	How do artists interpret the life of Jesus? <i>How do I interpret pictures of Jesus?</i> Christmas	What do the parables of Jesus teach us? <i>How do stories convey messages to me?</i>	<i>Encounter unit – Sikhism</i>  Easter	Why is the Torah sacred to Jews? What covenant did God make with Abraham? What happens at Shavuot? <i>What does promise mean to me?</i>	What festivals are important to Jews? <i>What significant times have importance for me?</i>
Year 5	What do the Gospel writers tell us about the life of Jesus? <i>What do I find significant in the life of Jesus?</i>	What do Christians believe about the incarnation? <i>What are my hopes for the future?</i>	<i>Minor focus</i> How did Prophet Muhammad receive the Qu'ran? Why is the Qu'ran sacred to Muslims? <i>What is authoritative for my life?</i>	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? <i>What responsibilities do I have?</i>	How have Christians sought to follow the teachings of Jesus? <i>Who do I admire as a role model?</i>	<i>Minor focus</i> How do the 5 Pillars support Muslims? <i>How should we support others who follow a different way of life to us?</i>
Year 6	<i>Encounter unit - Hinduism</i>	How do Christians worship? <i>How can I communicate what inspires and influences me?</i>	Why do people believe in God? <i>What do I believe and value?</i>	What do Christians believe happened at Easter? <i>What do I believe about issues of life and death?</i>	<i>Compare and Contrast unit –</i> Why do people go on pilgrimage? <i>How can my life be seen as a journey?</i>	<i>Compare Contrast unit</i> Why are there similarities between how commitment to a faith is expressed? <i>How do I communicate my own commitment?</i>

## **CURRICULUM MAP 3**

### **CHRISTIANITY**

**MAJOR FOCUS – SIKHISM**

**MINOR FOCUS – HINDUISM**

**ENCOUNTER – JUDAISM AND ISLAM**

## Curriculum Map 3

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? <i>What do I believe?</i>	Why is Jesus special to Christians? <i>Who is important to me?</i>	Why is the church a special place for Christians? <i>What places are special for me?</i>	Why is Easter a time of celebrations for Christians? <i>What and how do I celebrate?</i>	Why is the Gurdwara a special place for Sikhs? How do Sikhs worship there? <i>Where do I learn to share with others?</i>	Why do Christians pray? <i>What do I think about prayer?</i>
Year 2	Why is the Bible a holy book for Christians? <i>What stories are special to me?</i>	How did Jesus show friendship? <i>How do I show friendship to others?</i> Christmas - Why do Christians celebrate at Christmas?	How do Christians care for others? <i>What influences me in the way I treat others?</i>	Who were leaders in the Bible? <i>Who leads and influences me?</i>	Why do Sikhs celebrate Vaisakhi and Diwali? <i>What do I do to celebrate?</i>	Why is Guru Nanak a special person for Sikhs? <i>Who helps me understand how I should live?</i> What do Sikhs think about God?
Year 3	How do local Christians show their commitment to Jesus' teaching? <i>What do I think of the values Christians hold?</i>	<i>Encounter unit – Judaism.</i>  What symbols are important in the Christmas story?	How does a church building help Christians to worship? <i>How do I respond to the idea of a holy place?</i>	<i>What do I think of the ideas of forgiveness &amp; sacrifice,</i> explored by Christians at Easter?	Why do Sikhs wear the 5 Ks? <i>How do I show my own commitments?</i>	How do Christians believe about prayer? <i>What questions do I have about prayer?</i>
Year 4	What is the Bible? How do Christians use the Bible? <i>What is my view of the Bible?</i>	How do artists interpret the life of Jesus? <i>How do I interpret pictures of Jesus?</i>  Christmas	What do the parables of Jesus teach us? <i>How do stories convey messages to me?</i>	<i>Encounter unit – Judaism</i>  Easter	How and why are the gurus important to Sikhs? <i>Who leads me in my life?</i>	How is God worshipped in the Gurdwara? <i>What is my understanding of God?</i>
Year 5	What do the Gospel writers tell us about the life of Jesus? <i>What do I find significant in the life of Jesus?</i>	What do Christians believe about the incarnation? <i>What are my hopes for the future?</i>	<i>Minor focus</i> What do Hindus believe about God? How is God worshipped at home and in the Mandir?	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? <i>What responsibilities do I have?</i>	How have Christians sought to follow the teachings of Jesus? <i>Who do I admire as a role model?</i>	<i>Minor focus</i> What do Hindus believe about life after death? What are the values of Hindu life? <i>What values are important to me?</i>
Year 6	<i>Encounter unit - Islam</i>	How do Christians worship? <i>How can I communicate what inspires and influences me?</i>	Why do people believe in God? <i>What do I believe and value?</i>	What do Christians believe happened at Easter? <i>What do I believe about issues of life and death?</i>	<i>Compare and Contrast unit –</i> Why do people go on pilgrimage? <i>How can my life be seen as a journey?</i>	<i>Compare and Contrast unit</i> Why are there similarities/differences between how commitment to a faith is expressed? <i>How do I communicate my own commitment?</i>

## **CURRICULUM MAP 4**

### **CHRISTIANITY**

**MAJOR FOCUS – HINDUISM**

**MINOR FOCUS - SIKHISM**

**ENCOUNTER – ISLAM AND JUDAISM**

## Curriculum Map 4

Reception	Who is special to me? Why is God special to some people? How do people talk to God?	What stories do I enjoy? What stories from holy books are special to some people?	Why do we say thankyou? Why do some people say thankyou to God?	Where do I belong? Where do others belong?	What do I like to celebrate? How do other people celebrate?	What places are special to me? What places are special to others?
Year 1	What do Christians believe about God? <i>What do I believe?</i>	Why is Jesus special to Christians? <i>Who is important to me?</i>	Why is the church a special place for Christians? <i>What places are special for me?</i>	Why is Easter a time of celebrations for Christians? <i>What and how do I celebrate?</i>	How is God worshipped in a Hindu home? <i>How can I create a special place?</i>	Why do Christians pray? <i>What do I think about prayer?</i>
Year 2	Why is the Bible a holy book for Christians? <i>What stories are special to me?</i>	How did Jesus show friendship? <i>How do I show friendship to others?</i> Christmas - Why do Christians celebrate at Christmas?	How do Christians care for others? <i>What influences me in the way I treat others?</i>	Who were leaders in the Bible? <i>Who leads and influences me?</i>	Why is the Mandir a special place for Hindus? How do Hindus express their loyalty in family life? <i>How do I show love and respect to my own family?</i>	What stories are special to Hindus? How is Diwali celebrated? <i>What stories do I enjoy?</i>
Year 3	How do local Christians show their commitment to Jesus' teaching? <i>What do I think of the values Christians hold?</i>	<i>Encounter unit</i> - Islam. What symbols are important in the Christmas story?	How does a church building help Christians to worship? <i>How do I respond to the idea of a holy place?</i>	<i>What do I think of the ideas of forgiveness &amp; sacrifice,</i> explored by Christians at Easter?	What do Hindus believe about God? <i>What do I believe?</i>	How do Christians believe about prayer? <i>What questions do I have about prayer?</i>
Year 4	What is the Bible? How do Christians use the Bible? <i>What is my view of the Bible?</i>	How do artists interpret the life of Jesus? <i>How do I interpret pictures of Jesus?</i>  Christmas	What do the parables of Jesus teach us? <i>How do stories convey messages to me?</i>	<i>Encounter unit</i> - Islam  Easter	How do Hindus worship/celebrate in the Mandir? <i>What do I understand worship to be?</i>	What do Hindus believe about life after death? What are the values of Hindu life? <i>What values are important to me?</i>
Year 5	What do the Gospel writers tell us about the life of Jesus? <i>What do I find significant in the life of Jesus?</i>	What do Christians believe about the incarnation? <i>What are my hopes for the future?</i>	<i>Minor focus Sikhism.</i> Why and how is the Guru Granth Sahib important to Sikhs? Why are the stories/teachings of the gurus important to Sikhs?	How and why do Christians believe they are responsible for the earth and its resources? How do others see this responsibility? <i>What responsibilities do I have?</i>	How have Christians sought to follow the teachings of Jesus? <i>Who do I admire as a role model?</i>	<i>Minor focus</i> - Sikhism. How is commitment to the Panth (community) demonstrated in the Gurdwara? <i>How do I show my commitment to communities to which I belong?</i>
Year 6	<i>Encounter unit</i> - Judaism	How do Christians worship? <i>How can I communicate what inspires and influences me?</i>	Why do people believe in God? <i>What do I believe and value?</i>	What do Christians believe happened at Easter? <i>What do I believe about issues of life and death?</i>	<i>Compare and Contrast unit</i> - Why do people go on pilgrimage? <i>How can my life be seen as a journey?</i>	<i>Compare and Contrast unit</i> Why are there similarities/differences between how commitment to a faith is expressed? <i>How do I communicate my own commitment?</i>