



# Chiltern Way Academy

Turning Futures Around

## **KS3 Religious Education Policy**

**Responsibility for this policy (job title): Deputy Headteacher**

**Responsibility for its review: Curriculum & Well Being Committee**

**Approved: 20.06.2016**

**Next Review Date: Summer 2018**

**Introduction** to the Chiltern Way Academy's Secondary Scheme of Work for Religious Education - Based on the Buckinghamshire Agreed Syllabus of Religious Education (2011-2016)

### **Continuity and change**

Religious Education forms part of the statutory Basic Curriculum, along with the National Curriculum. It is an entitlement of all registered pupils in a maintained school, including those in Reception and Post-16, unless they are withdrawn by their parents. This Agreed Syllabus of Religious Education in Buckinghamshire replaces that adopted in 2001. By law, RE must be taught according to the locally agreed syllabus in all maintained schools except voluntary-aided schools and schools of a religious character where RE is taught according to the trust deed or faith community guidelines. The Buckinghamshire Standing Advisory Council for Religious Education (SACRE) and the Agreed Syllabus Conference (ASC) sought to build upon what was already in place and to incorporate more recent guidance from the Non statutory National Framework for Religious Education. The views of teachers and pupils have been sought and these have contributed significantly to the development of the new Agreed Syllabus. In addition, the inspection of schools has identified good practice and these findings have been used to inform the development of this document. Consequently there is little change to the actual content of the syllabus, but its structure and layout have been amended to assist in planning structured learning experiences for pupils. In this way, the strengths of the original Agreed Syllabus have been retained and enhanced to help teachers provide high quality Religious Education to pupils in Buckinghamshire.

### **RE in Special Schools**

Pupils in special schools are referred to in the Education Act 1993, which states:

*'Every pupil attending a special school will, so far as is practicable.....receive religious education unless the child's parents have expressed a wish to the contrary. It is for schools to decide what is practicable but, in general terms, the Secretary of State would expect the question of practicability to relate to the special educational needs of the pupils and not to problems of staffing or premises.'*

Teachers of children with special educational needs will broadly need to follow the three core principles outlined below:

- a) Be sensitive to and meet the needs of the individual child.
- b) Set challenging tasks, but have realistic expectations of what they can do and celebrate their responses.
- c) Make the pupils' experience of RE meaningful taking account of their ability and special educational need.

Some pupils will be able to work factually but not relate to feelings and meanings. Others will find factual detail confusing and will need a more sensory and experiential approach in their RE lessons. It is up to the teacher's professional judgement and personal knowledge of the child to decide how best to meet the needs of individual pupils. For example, pupils with Educational and Behavioural difficulties will have short concentration spans and so will not cope with extensive reading, research and writing. Chiltern Way Federation may decide it is more fitting to have short sessions more frequently during the week – the 'little and often' approach. A more active and varied lesson will help these pupils gain from their experience of RE. Teachers will use activities and resources that best meet the needs of their pupils. Kinaesthetic, visual and aural approaches will be considered whilst acknowledging the preferred learning styles of pupils. Teachers will choose appropriate content from the units of the Syllabus. Professional judgement and personal knowledge of the pupils will inform practice. Similarly, studying more than one religion may overload some pupils with facts, so if appropriate, only one religion may be studied. (NB care must then be taken to ensure that the school meets the statutory requirement that Christianity should

predominate, but that other religions are studied.) A programme of units, planned for pupils with special educational needs at KS3, is available as an additional resource, as

**Chiltern Way Academy Scheme of Work for Secondary Religious Education (RE) has been revised to accompany the Buckinghamshire Agreed Syllabus of Religious Education 2011 - 2016.**

**Throughout key stage 3 at Chiltern Way Academy;** pupils extend their understanding of Christianity and two of the other principal religions (Buddhism and Sikhism) in a local, national and global context. They will deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They will apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. Pupils will enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. Interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. Reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They will develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

**SMSC - Promoting spiritual, moral, social and cultural development through religious education**

- **Religious education provides opportunities to promote spiritual development through:** discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth; learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices; considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity; considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God; valuing relationships and developing a sense of belonging; developing their own views and ideas on religious and spiritual issues.
- **Religious education provides opportunities to promote moral development through:** enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust; exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders; considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice; studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity; considering the importance of rights and responsibilities and developing a sense of conscience.
- **Religious education provides opportunities to promote social development through:** considering how religious and other beliefs lead to particular actions and concerns; investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions; articulating pupils' own and others' ideas on a range of contemporary social issues
- **Religious education provides opportunities to promote emotional development through:** exploring and reflecting on the links between experiences and emotional responses; developing an understanding of their own and others' feelings; opportunities to express feelings using a variety of media, including art, music, drama and an appropriate and increasingly sophisticated use of spoken and written language.
- **Religious education provides opportunities to promote cultural development through:** encountering people, literature, the creative and expressive arts and resources from differing cultures; considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices; promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Strands	Ultimate Questions	Language	Authority	Living together
<b>Worship</b>	What is most important or 'sacred' to us in life? How do I find inner peace?	How does religion express deep beliefs, attitudes and dispositions? How can I express my deepest thoughts and feelings?	How do we decide what is important in life?	To what extent can different faiths share and worship together?
<b>Belief, Knowledge and Faith</b>	What kinds of answers do Ultimate Questions require?	What can/do science and religion tell us about the universe, the world and life?	What basis is there for our beliefs? Does religious belief make sense?	How do our beliefs influence the way we live and behave? (faith)
<b>Identity and spirituality</b>	What does it mean to be a person? What does it mean to be me? What happens when we die?	How do we express the value of life? What do we mean by 'spiritual'? How do we express what is 'sacred' to us?	How do different disciplines explain what it means to be a person? (Science, philosophy, religion, psychology, sociology)	Given the diversity in religions and beliefs, how can we live together?
<b>Good and Evil</b>	Why do people suffer?	What do we mean by 'Good' and 'Evil'?	Where do our ideas of 'Good' and 'Evil' come from?	How do we deal with evil?
<b>Ethics</b>	What is 'Right'? Why should we be good? To what extent do we have free will?	What different ideas, arguments and theories are there about what is right and wrong?	How do we decide what is right and wrong? What guides you through life? To what extent is religion needed to live a moral life?	How should our moral values affect how we treat others, animals and the world? (moral issues)
<b>God</b>	How do we find meaning or purpose in life? Why do some people believe in God and others don't? What is 'God'?	If God is infinite, how can finite human language say anything about God?	What is the nature of God and how do people 'know'? ('faith', 'belief' and 'knowledge')	How does/should belief in God affect the way people live their lives? ('faith')
<b>Global issues</b>	What is our place in the world?	What different ideas, arguments and theories are there about our responsibilities towards others and the world?	Why should we care about people and the natural world?	How does our way of life affect others and the natural world? What can/should we do about this?
<b>Rights, responsibilities and justice</b>	Why should we be good?	What different ideas, arguments and theories are there about human rights and responsibilities?	How should we behave in order to create a fair and just world?	Where do our values come from?
<b>Religion and Science</b>	What does it mean to be a person? Why is there something rather than nothing?	Can scientific explanations/ theories and religious beliefs/meaning be true?	Can both scientific explanations/theories and religious beliefs/meaning be true?	Can a purely scientific view guide us on how we should behave?
<b>Truth</b>	What is 'Truth'?	How is 'truth' expressed in Maths, Science, Literature, Arts, History, Philosophy and religion? (Values)	How do we decide what is 'true'?	Is there such a thing as 'absolute right' or 'absolute wrong'? Is how we live simply a matter of opinion?
<b>Interfaith dialogue</b>	What is 'Truth'?	How do different faiths/world-views express their visions of 'Truth'?	One God, many or none? Can all Sacred Texts be 'True'?	How can different faith-groups with different beliefs and life-styles, live peacefully together in mutual respect?

These questions should be explored through theoretical enquiry into Christianity and two other religions (Hinduism and Sikhism) in depth with reference to other religions and beliefs as appropriate.

### **Progression through the aims of the Agreed Syllabus**

The four aims of the Agreed Syllabus can be broken down into 'stepping stones' which help pupils to achieve the overall aims.

#### **1. To understand the nature, role and influence of religion in the world by:**

- understanding what it means to belong to a religious community and the influence religious faith has on individuals and communities (Upper KS2);
- perceiving the way religious teaching and practice relate to ultimate questions (KS3);
- reflecting on the benefits and challenges of living in a multi-faith and diverse society (KS3);

#### **2. To pursue personal quest for meaning, purpose and value by:**

- exploring different religious and non-religious beliefs about meaning, purpose and value (Upper KS2);
- raising and exploring the ultimate questions which are contained in the above (KS3);
- developing personal responses to ultimate questions in the light of their own and others' experiences and beliefs (KS3);

#### **3. To formulate reasoned opinion/argument by:**

- developing awareness of the influence of beliefs on attitudes and behaviour (Upper KS2);
- developing the ability to see things from other peoples' perspective (KS3);
- developing skills of questioning, interpretation, reasoning and justification to build an argument (KS3);

Assessing Pupil Progress (helps with task-setting and sharing with pupils and parents what pupils need to do to make progress)

Level	AF1- Thinking about religion and belief Pupils:	AF2- Enquiring, investigating and interpreting Pupils:	AF3- Reflecting, evaluating and Communicating Pupils:
1	<p>can retell important parts of stories from different religions;</p> <p>I can talk about hymns, symbols, art, dance and music in RE;</p> <p>I can use the correct names and words when I talk about my learning in RE</p>	<p>I can say what I find interesting in my learning;</p> <p>I can ask questions about things that puzzle me in RE;</p> <p>I can name some symbols in the religions I have learnt;</p> <p>I can name some other ways that people express their beliefs and feelings</p>	<p>I can talk about things that have happened to me and how these made me feel;</p> <p>I can say what is important to me;</p> <p>I can say what is important to someone else</p>
2	<p>I can retell stories that teach us something;</p> <p>I can retell stories from different religions;</p> <p>I can say how people show what they believe in different religions;</p> <p>I can find some things which are the same and some that are different about the religions and beliefs I have learned about.</p>	<p>I know that some questions about life are difficult to answer;</p> <p>I can ask questions about what happens to others and how it makes them feel;</p> <p>I can think about things that happen to me and show how they make me feel;</p> <p>I can tell what symbols mean and the way people show their religious belief.</p>	<p>I can listen respectfully to what happens to other people and ask thoughtful, imaginative questions about their feelings;</p> <p>I can answer carefully when others ask me questions what happens to me and how I feel;</p> <p>I can give a reason why something is important to me;</p> <p>I can give a reason why something is important to someone else.</p>
3	<p>I know that some stories affect the way some people behave;</p> <p>I know that what people do in their lives can be affected by what they believe;</p> <p>I can say what the same is and what is different between different religions and beliefs.</p>	<p>I can find out different things about religions and beliefs and I can compare them;</p> <p>I can ask important questions about religions and what people believe;</p> <p>I can describe symbols and use this to say what they might mean for people;</p> <p>I can describe ways people show their religious beliefs and what they might mean.</p>	<p>I can say what/who inspires me, how these influence me;</p> <p>I can compare what I think and feel is important to what others think and feel is important;</p> <p>I can give reasons to describe what is important to me;</p> <p>I can compare my reasons with those of</p>

			others;
4	<p>I can see how questions, beliefs, values and actions are linked;</p> <p>I can describe how people's beliefs and actions affect individuals, groups and communities;</p>	<p>I can describe similarities and differences within and between religions and beliefs.</p> <p>I can research and organise ideas about religions and beliefs;</p> <p>I can ask questions during my research;</p> <p>I can use my research to suggest answers to these questions;</p> <p>I can use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.</p>	<p>I can describe how sources of inspiration and influence can make a difference to myself and others;</p> <p>I can use my learning about religions and beliefs and think about how it affects my own life and the lives of others;</p> <p>I can suggest what might happen as a result of my actions and attitudes, and those of others.</p>
5	<p>I can explain links between questions, beliefs, values and practices in different world views including religious and nonreligious;</p> <p>I can recognise and explain the impact of beliefs and ultimate questions on individuals and communities;</p> <p>I can explain how and why differences in beliefs are expressed.</p>	<p>I can suggest different ways in which I can address questions raised by the study of religions and beliefs;</p> <p>I can suggest answers to questions raised by the study of religions and beliefs, using sources and evidence;</p> <p>I can recognise and explain different ways religions express themselves, using appropriate language and ideas.</p>	<p>I can express clear views about what inspires and influences me and others.</p> <p>I can suggest how this makes a difference to my own and others' beliefs;</p> <p>I can recognise and explain how issues related to religions and beliefs are relevant to me;</p> <p>I can contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment.</p>

## Skills and attitudes in Religious Education

### Skills

Progress in RE is dependent upon the application of general educational skills and processes, which in turn will be strengthened through this application. The following skills are central to RE and should be reflected in the Attainment Targets and learning experiences.

Enquiry	<ul style="list-style-type: none"> <li>• asking relevant questions;</li> <li>• knowing how to use different types of sources, including ICT, as a way of</li> <li>• gathering information; knowing what may constitute evidence for understanding religion(s).</li> </ul>	Expression	<ul style="list-style-type: none"> <li>• the ability to describe concepts, rituals and practices so that others can know about them;</li> <li>• the ability to explain rituals, beliefs and concepts so that others can understand them;</li> <li>• the ability to express religious views, and respond to religious questions through a variety of media.</li> </ul>	Analysis	<ul style="list-style-type: none"> <li>• distinguishing between opinion, belief and fact;</li> <li>• distinguishing between the features of different religions.</li> </ul>
Reflections	<ul style="list-style-type: none"> <li>• looking thoughtfully at an idea, practice or experience to see what we can learn from it;</li> <li>• the ability to ask appropriate questions to further understanding;</li> <li>• the ability to think carefully about the material being explored;</li> <li>• the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.</li> </ul>	Interpretation	<ul style="list-style-type: none"> <li>• the ability to draw meanings from rituals, artefacts, works of art, poetry and symbolism;</li> <li>• the ability to interpret religious language;</li> <li>• the ability to suggest meanings of religious texts.</li> </ul>	Synthesis	<ul style="list-style-type: none"> <li>• linking significant features of religion together in a coherent pattern;</li> <li>• connecting different aspects of life into a meaningful whole.</li> </ul>

<b>Empathy</b>	<ul style="list-style-type: none"> <li>• the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;</li> <li>• developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;</li> <li>• the ability to see the world through the eyes of others, and to see issues from their point of view.</li> </ul>	<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• the ability to debate issues of religious significance with reference to evidence and argument;</li> <li>• the ability to identify and assess relative strengths and weaknesses in different viewpoints.</li> </ul>	<b>Application</b>	<ul style="list-style-type: none"> <li>• making the association between religions and individual, community, national and global life;</li> <li>• applying the beliefs, values and practices explored to their own beliefs and experiences.</li> </ul>
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## Skills and attitudes in Religious Education

### Attitudes

While the knowledge, skills and understanding are central to the Buckinghamshire Agreed Syllabus, it is also vital that Religious Education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in Religious Education.

<b>Self-awareness</b>	<ul style="list-style-type: none"> <li>• feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule;</li> <li>• developing a realistic and positive sense of their own religious, moral and spiritual ideas;</li> <li>• recognising their own uniqueness as human beings and affirming their self-worth;</li> <li>• becoming increasingly sensitive to the impact of their ideas and behaviour on other people;</li> <li>• developing an increasingly coherent self-concept in relation to ideas and beliefs around what it means to be a person</li> </ul>	<b>Open-mindedness</b>	<ul style="list-style-type: none"> <li>• being willing to learn and gain new understanding;</li> <li>• engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions;</li> <li>• being willing to go beyond surface impressions;</li> <li>• distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith</li> </ul>
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<b>Respect for all</b>	<ul style="list-style-type: none"> <li>•developing skills of listening and a willingness to learn from others, even when others' views are different from their own;</li> <li>•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;</li> <li>•being prepared to recognise and acknowledge their own bias being sensitive to the feelings and ideas of others.</li> </ul>	<b>Appreciation and wonder</b>	<ul style="list-style-type: none"> <li>•developing their imagination and curiosity;</li> <li>•recognising that knowledge is bounded by mystery;</li> <li>•appreciating the sense of wonder at the world in which they live; developing their capacity to respond to questions of meaning and purpose.</li> </ul>
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## Programme of study for KS3

	AUTUMN	SPRING	SUMMER
	What does it mean to be religious?	What guides our lives?	How do religious values and ethics influence life?
	Christianity <ul style="list-style-type: none"> <li>• Different denominations</li> <li>• The difference between Catholicism and Protestantism?</li> <li>• Rites of passage</li> <li>• Place of worship and beliefs</li> <li>• What makes a place of worship special?</li> <li>• Authority</li> <li>• What are symbols used for?</li> </ul>	Hinduism and Sikhism <ul style="list-style-type: none"> <li>• Introduction and origin of Hinduism/ Sikhism</li> <li>• Key beliefs and symbols</li> <li>• Hindu/Sikhism way of life</li> <li>• Place of worship and holy book</li> <li>• Rites of passage</li> <li>• Authority</li> <li>• Right from wrong</li> <li>• Justice</li> </ul>	
	Why study RE?	How can evil and suffering value purpose?	How do we express ourselves when words are not enough?
	Creationism-Christianity and Sikhism <ul style="list-style-type: none"> <li>• What is RE?</li> <li>• How did religion start?</li> </ul>	Humanism and Sikhism <ul style="list-style-type: none"> <li>• What difference, if any, does religious faith make?</li> <li>• Is a perfect life one of no suffering?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Where do I belong?</li> <li>• Why is there something rather than nothing?</li> <li>• What does it mean to be Human?</li> <li>• Did the universe have a beginning?</li> <li>• How do I find inner peace?</li> <li>• What is the best way to live life?</li> <li>• Why do people suffer?</li> <li>• If there are evil and suffering in the universe, how can there be a Good, all Powerful God?</li> </ul>		<ul style="list-style-type: none"> <li>• Do we have free will?</li> <li>• Is there any value or purpose to evil/suffering?</li> <li>• How important are our experiences?</li> <li>• Are all experiences the same?</li> <li>• How do the ways we express ourselves communicate meaning?</li> <li>• How can language be used to express deep feelings, beliefs and ideas?</li> <li>• How can I express my deeper thoughts, feelings and beliefs symbolically?</li> </ul>	
	Hasn't science got all the answers?	Does belief in God make sense?	How do we express ourselves when words are not enough?	
Diversity	Buddhism	Judaism		

**What does it mean to be religious?**

**What we want pupils to learn about religion**

Investigate and explain the differing impacts of significant features of religions on individuals, communities and societies. Investigate and explain why people belong to faith communities and explain the reasons for diversity within and between religions. Interpret a variety of forms of religious and spiritual expression.

**Key Questions**

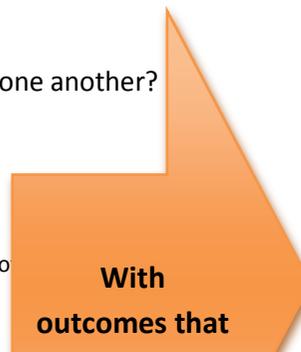
- How do you and others express personal beliefs and experiences?
- What does it mean to be religious?
- Why are there different religions and denominations?
- Can all religions be true?
- How does faith impact on the lives of individual believers and faith communities?
- What can we learn about ourselves and what is significant to us from our study of religions?
- How does this challenge and influence our attitudes and behaviour?
- Is religion relevant in the modern world?
- Why/Why not?
- How do religions understand/respond to one another?

**Some pupils have not made so much progress and can (Level 4)**

Use a developing religious vocabulary to describe the impact of religion on individual and community life, making links between beliefs, experiences, feelings and practice. They raise and suggest answers to questions of identity, belonging, meaning and purpose and apply them to their own and others' lives.

**Most pupils can (Level 5)**

Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities, describing why people belong to religions and recognising diversity in forms of religious, spiritual and moral expression within and between religions. They ask and suggest answers to questions of identity, belonging, meaning and purpose, relating them to their own and others' lives.



## What guides our lives?

### What we want pupils to learn about religion

Investigate and explain the differing impacts of sources of authority in religion on individuals, communities and societies.

Analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions.

Analyse and compare the evidence and arguments used when considering issues of truth raised by questions of authority in religion. Interpret and evaluate a range of sources, texts and authorities, from a variety of contexts.

## Key Questions

What guides you through life? How do you know how to live?

What is 'sacred' to you and how does this influence the way you live?

What different types of authority are there?

What/whom do different religious believers turn to for authority and guidance?

Why are sources of authority so important to religious believers?

How do religious individuals and communities show their respect to authority?

How does religious authority influence the lives of believers?

How do different believers interpret sources of authority?

## Some pupils have not made so much progress and can (Level 4)

use a developing religious vocabulary to describe and show an understanding of different sources of religious and secular authority, making links between them and describing some similarities and differences within and between religions. Describe the impact of religious sources of authority upon individuals, communities and societies. They raise questions about and suggest answers to questions of truth, values and commitments and describe what inspires and influences themselves and others.

## Most pupils can (Level 5)

Interpret a range of sources, texts and authorities, from a variety of contexts to explain the impact of beliefs on individuals and communities, recognising that similarities and differences illustrate distinctive beliefs within and between religions. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

## What we want pupils to learn about religion

Reflect on the relationship between sources of authority, teachings and ultimate questions, communicating their own ideas and using reasoned arguments.

Evaluate the challenges and tensions of the impact of religious authority in the contemporary world, expressing their own ideas.

Reflect and evaluate how sources of authority impact on world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas.

Through an open explanation of

Including pupils' own experiences and questions

With outcomes that

## Key Concepts

**Sacred literature; founder/prophet; leader; authority; reason; revelation; inspiration; faith; conscience; morality**

**Christian:** Bible; God; Jesus; Holy Spirit; Church; Saint; Episcopacy;

Evangelical; Agape; Revelation; interpretation

**Sikh:** Sat Guru; Guru; Guru Granth Sahib; Mool Mantra; Khalsa; Panj Piare; manmukh/gurmukh

**Moral issues-** one personal, one relational/social, one global

## Some pupils have made more progress and can (level 6)

Use religious and philosophical language to give informed accounts of different sources of religious authority, explaining the reasons for diversity within and between them. They express insights into their own and others' views on questions of truth and the challenges of belonging to a religion in the modern world, focusing on values and commitments.

**How do religious values and ethics influence life?**

**What we want pupils to learn about religion**

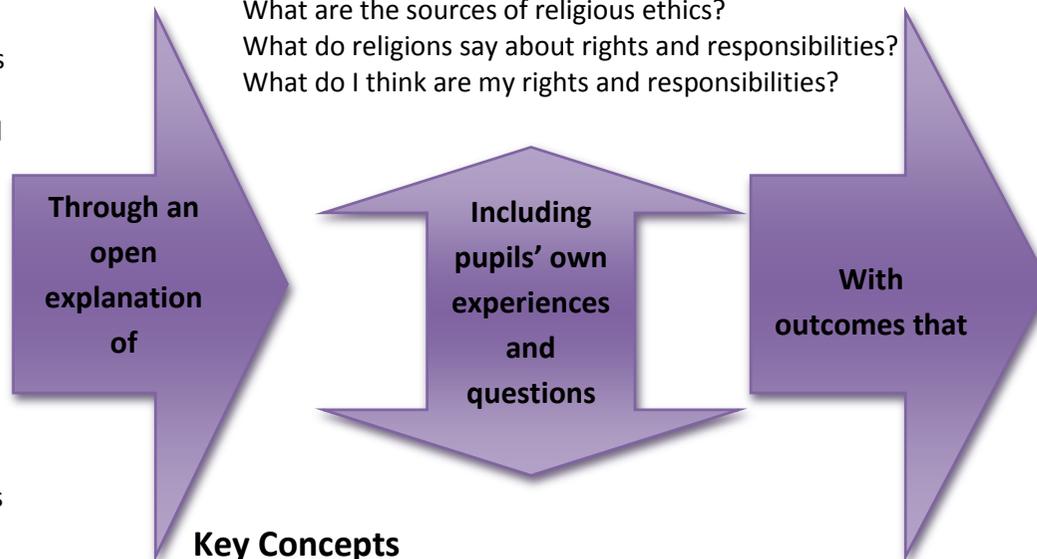
Investigate and explain the differing impacts of religious and secular beliefs and teachings upon individuals and society. Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.

**What we want pupils to learn from religion**

Reflect on the way religious values relate to ultimate questions. Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally. Reflect on and evaluate their own and others' beliefs about global issues.

**Key Questions**

- Why is the way we behave so important?
- How do values and ethics affect our lives?
- How do we decide what is right and wrong?
- What are values, principles and rules and how do they differ?
- What are our values based on?
- How do religions respond to contemporary moral and social issues?
- Can you be moral without being religious?
- What are the sources of religious ethics?
- What do religions say about rights and responsibilities?
- What do I think are my rights and responsibilities?



**Key Concepts**

**Values; ethics; morality; belief/fact/opinion; absolute/relative right/wrong; conscience; rules; principles; justice; rights/responsibilities**  
**Christian:** Ten Commandments; Agape; The Beatitudes; Prophets; Sermon on the Mount; Parable; The Great Commandments  
**Sikh:** Khalsa; Panj Kakke; equality; Sewa; Dharam; Khalsa;; Kirat Karna; Reht Maryada; Vand Chhakna; Nam japna

**Some pupils have not made so much progress and can (Level 4)**

use a developing religious vocabulary to describe religious beliefs and teachings about moral values, human rights and responsibilities, recognising similarities and differences between and within religions. They make links between religious values and decisions about ethical issues and their own and others' ideas.

**Most pupils can (Level 5)**

Interpret the significance of diverse religious beliefs and teachings and how these inform decisions about ethical and moral issues, using religious and philosophical vocabulary to explain the impact of religious and secular values upon individuals and society. They consider how religious and secular teachings provide challenges to their own beliefs about ethical issues, explaining what influences and inspires them.

**Some pupils have made more progress and can (level 6)**

Use religious and philosophical language to interpret religious and secular moral values, explaining the reasons used for different responses to moral issues within and between religions. They use reasoning and examples to express insights into the relationship between moral values and contemporary issues and consider how this raises challenges for religious individuals and communities in the contemporary world.