



REFresh

The agreed syllabus for Religious Education for Dorset Council.
2025-2030

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Foreword – Amanda Davis - Director of Education

We are delighted to introduce the new Dorset Agreed Syllabus for Religious Education. This new syllabus will build upon the positive work taking place in all our schools and continues to emphasise the importance of Religious Education for all young people growing up and being educated in our wonderful county.

Religious Education (RE) has an important place in the curriculum of all schools across Dorset. It provides the opportunity for young people to develop their understanding of people, cultures, faiths and relationships, and links so strongly with Dorset Council's wider Belonging Strategy. The aim of this being that all young people feel they belong and can thrive within our school/academy settings and their wider community.



This agreed syllabus sets out detailed and extensive programmes that enable Dorset young people to gain strong understanding of religious and non-religious worldviews, preparing them for life in modern day Britain and a global and ever-changing world. The syllabus provides teachers with clear guidance on how to approach and deliver engaging RE across all key stages.

The syllabus has been developed after extensive consultation with teachers across the full age range and I would like to thank and acknowledge Dorset SACRE for their ongoing work to ensure high quality RE guidance and support are available for all our schools and academies.

I am pleased to endorse this syllabus to our schools and academies across Dorset, assuring them of ongoing support to implement it for the benefit of our children and young people.

Amanda Davis

Director of Education

Message from Chair of Dorset SACRE

Dorset SACRE is very happy to bring REFresh, your Locally Agreed Syllabus, to Dorset schools and academies.

Creating this document has been inclusive from the beginning of our consultation process. We are grateful to all SACRE members and the many Dorset teachers and members of Faith and Worldviews groups for their input. We thank Salisbury Diocesan Board of Education and SACRE's RE Advisor Dave Rees for support and advice throughout.

As we have used Bournemouth, Christchurch and Poole's Agreed Syllabus as a base for our own, we envisage that schools and academy trusts straddling the Local Authority areas will find both documents compatible.

Support for schools continues through RE Networks, the Advisor's termly Newsletter, and the Dorset SACRE webpage, hosted by Dorset Council.

We remain committed to supporting teachers in their provision of high-quality RE for all Dorset children, and look forward to sharing REFresh with you.

Debbie Tibbey

Chair, Dorset SACRE





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Aims of RE

The Dorset agreed syllabus for Religious Education retains the enquiry-based pedagogy of previous syllabi and builds on this by adopting a more explicit 'Religion and Worldviews' approach, encompassing different disciplines/ 'ways of knowing' (e.g. theology, philosophy and human/social sciences), and enabling pupils to consider religion and worldviews as lenses through which people experience themselves, others and the world.

The Enquiry Questions section of the agreed syllabus gives examples of how an enquiry may be approached using different 'ways of knowing'. It is hoped that teachers will use a balanced range of such 'ways' as they help pupils explore the different enquiries, thus expanding their understanding that the study of worldviews is complex and can be approached using different schools of thought e.g., theology, philosophy, social sciences. This of course needs always to be age appropriate.

In this syllabus 'worldviews' will be used to refer to religions and worldviews, as religions are worldviews i.e., ways of viewing the world, and to alleviate the risk of implied differentiation or preference.

It aims to equip pupils to appreciate the complexity and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation), to see religions as worldviews and know these are dynamic and experienced differently by each individual.

It expects RE to address difficult issues and challenging questions that pupils are asking and to support pupils' personal and spiritual development.

The agreed syllabus is designed to support schools in understanding the Intent, Implementation and Impact of RE as a distinct and integral part of the whole school curriculum.

'The key purpose for RE in a religion and worldviews approach is for pupils to understand how worldviews work in human experience, including their own, through the study of religion and belief' (Religion and Worldviews in the Classroom: developing a Worldviews Approach. RE Council of England and Wales, Draft Handbook 2022)

The Dorset agreed syllabus for RE aims to support the development of pupils' religious literacy and personal development by:

- i. enabling children and young people to become discerning, respectful human beings who are aware of their own and others' beliefs and the impact of these on the ways they choose to live their lives (lived experience).
- ii. providing them with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these.
- iii. developing pupils' ability to consider religion and worldviews through different 'ways of knowing' including their personal lenses.
- iv. supporting pupils to appreciate and develop their own personal worldview.

Teaching time

The agreed syllabus sets out what pupils are entitled to study and explore in RE from the age of 3 to post-16.

It is built on the assumption of at least 5% of a pupil's curriculum experience being focused on RE. This translates into RE teaching time as follows:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours per year

Key Stage 4: 40 hours per year

When planning the timetabling of lessons, it is recommended that RE should be taught discretely and regularly – i.e. not in blocks of time over a week each term or as part of a PSHE programme. This enables pupils to 'learn more and remember more'.

Recommendations from Ofsted RE Syllabus Review 2024 – Curriculum

Schools should:

- ensure that there is a distinct curriculum in place for teaching RE at all key stages. They should make sure that this is rigorous and challenging and that it demonstrably builds on what pupils already know.
- carefully select the knowledge they expect pupils to gain to make sense of a complex and diverse world. They should make sure that important content and concepts are clearly identified and sequenced. They should also make sure that curriculums do not contain oversimplifications of traditions, including, where appropriate, non-religious traditions.
- balance the breadth and depth of study of religious and non-religious traditions to ensure that these are collectively enough for pupils to make sense of a complex world.
- ensure that all pupils have the opportunity to deepen their knowledge in RE over time. Leaders in secondary schools should make sure that the curriculum is designed to meet or exceed exam board specifications (rather than being driven by them).
- make sure that curriculums clearly identify how pupils will develop disciplinary and personal knowledge through the chosen substantive content.

Statutory requirements for the provision of RE

The primary legislation passed with regard to RE between 1944 and 1993 was consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). Circular 1/94 and the subsequent revision of this guidance in 2010 (Religious Education in English Schools: Non-Statutory Guidance 2010) offered an interpretation of the legislation.

The legal requirements:

RE must be provided for all registered pupils in full-time education except those withdrawn at their parents' (or carer's) request. (See withdrawal)

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

By the same law, RE must be provided for all pupils in school sixth forms (but not those in Sixth Form Colleges, which must provide RE for all pupils wishing to receive it).

Special schools must comply with this requirement by ensuring that every pupil receives RE which is adapted as far as is practicable.

RE must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools.

However, in Foundation and Voluntary Controlled Schools with a religious foundation, parents may request RE in accordance with the school's trust deed, or in accordance with the beliefs or denomination specified in the designation of the school.

In Voluntary Aided schools with a religious character, RE is taught in accordance with the Trust Deed, or with the beliefs or denomination specified in the designation of the school, to reflect the religious character of the foundation. A governing body may accept a recommendation from their Diocese to adopt the Locally Agreed Syllabus.

Academies are state schools. Academy Schools based in Dorset are welcome to use all or some of the Dorset agreed syllabus for RE. If a school in Dorset is part of a Trust elsewhere, the Trust may contact Dorset council to discuss using the agreed syllabus across their Trust with permission.

For denominational Academies with a religious character, the RE curriculum will be in line with the denominational syllabus. However, within Dorset they are welcome to use all or some of the Dorset agreed syllabus in consultation/agreement with their Diocese, as an additional resource. They are, of course, welcome to attend RE network meetings and conferences relating to the syllabus as part of the Dorset family.

For non-denominational (such as Christian) faith academies, the curriculum may be in accordance with the Agreed Syllabus or a denominational syllabus, depending on the wishes of the sponsor and what is agreed by Government Ministers.

A Locally Agreed Syllabus must reflect the fact 'that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. [1996 Act, Ch 56 S375 (3).]

In schools where an Agreed Syllabus applies, RE must be non-denominational, but teaching about denominational differences is permitted. [Education Act 1944 S26 (2)]

The Head Teacher, along with the governing body and the Local Authority, is responsible for the provision of RE in Foundation and Community Maintained schools and in Voluntary Controlled schools.

Reporting of Pupils' Progress and Attainment

Schools are required to provide an annual report for parents on the attainment and progress of each child in RE.

Withdrawal from RE

The right of withdrawal from RE was legalised a long time ago when RE was confessional in nature. It allowed parents to withdraw their children from receiving Bible based teaching from a member of clergy. The nature of RE and the subject content taught in schools is now very different. It is educational, balanced and broad and supports the building of pupils' cultural capital and understanding of the world in which we live.

This agreed syllabus has been created by teachers, councillors and representatives from all major religious and non-religious worldviews and it is hoped that parents or carers would not want to withdraw a young person from RE. However, legally, a parent or carer of a pupil may request:

- that their child be wholly or partly excused from receiving RE given in accordance with the Agreed Syllabus.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises, provided that it does not entail any expenditure by the responsible authority.
- that a pupil who is wholly or partly excused from receiving RE provided by the school may receive RE of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

A teacher may not be.

- required to teach RE (although this may not be the case in a school with a religious foundation).
- discriminated against for their religious opinions or practices.

A teacher is expected to.

- be consciously aware of the potential for their own belief and value positions to influence pupils' experience of RE and not allow this to happen;
- maintain a position of neutrality allowing pupils to explore their own worldview without prejudice;
- respect the Equality Act and uphold the Protected Characteristics therein. If a school is facing a complex issue around withdrawal from RE, please contact Dorset SACRE or council for support and guidance. RE as part of the basic curriculum.

RE supports the aims of the school curriculum, which is to be balanced and broadly based.

- Promote the spiritual, moral, cultural, mental and physical development of pupils.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Spiritual Development and RE

Whilst spirituality is difficult to ‘pin down’ – and has been likened to a bird – hold it too tightly and it chokes; hold it too loosely and it flies away – it is helpful for a school staff to have a shared understanding of spirituality. It is important to understand that while spirituality for some people includes having a faith or relationship with ‘the divine’/God, spirituality is not the same as ‘being religious’ or having a faith.

Spiritual development includes.

- having an increased awareness of the self; knowing what makes me ‘me’.
- gaining a personal understanding of one’s purpose and meaning of life; a sensitivity to the views of others; how change, suffering and life affect us.
- growing an awareness of other people and the relationship between ourselves and others.
- building an appreciation of the beauty in nature/the world and noticing the strangeness and wonder contained in the ‘everyday’ aspects of daily life.
- exploring deep questions about life, change and death. For some this may lead to a belief in God. However, for those who don’t identify as being religious or spiritual, transcendent experiences may include a sense of awe and connection to something greater than themselves.

Ofsted states that the provision for the spiritual development of pupils includes developing their.

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- knowledge of, and respect for, different people’s faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

RE provides opportunities to promote spiritual development through.

- discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth.
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions.
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and how they are related to (remove the) human and natural sciences, thereby contributing to personal and communal identity.
- investigating and considering how religious and non-religious worldviews perceive the value of human beings, and their relationships with one another, with the natural world, and, for some, with God.
- valuing relationships and developing a sense of belonging.
- enquiring into and developing their own views and ideas on spiritual issues.

Terminology

With the intention of affording each worldview equal respect and being mindful of reflecting each as their believers would wish (i.e. using their chosen endonym) and having consulted a range of groups from each religion and Humanism, the Agreed Syllabus uses the following terminology:

Buddhism	Buddhists
Christianity	Christian
Humanism	Humanists
Islam	Muslims
Judaism	Jews
Sanatana Dharma (formerly referred to as Hinduism)	Sanatanis (formerly referred to as Hindus)
Sikhi (formerly referred to as Sikhism)	Sikhs

Sanatana Dharma is an endonym used by many Hindus to refer to 'Hinduism'. It refers to the "eternal" truth and teachings of Hinduism. It can also be translated as "the natural and eternal way to live". On the other hand, the term Hindu or Hindu Dharma is a term given by Persians only a few centuries ago, to mean the people living beside the River Sindhu.

The term Sikhism is a Western term that was created by Europeans during the nineteenth century. It was not used by most Sikhs themselves. The term Sikhi represents religion as well as a continuous state of learning, engagement and way of life.

Structure:

In the Dorset agreed syllabus, we set out below the statutory requirement about which religions and worldviews MUST be encountered when.

Early Years Foundation Stage: Reception Year (ages 4-5)

Children are to encounter a range of religions which must include Christianity. More detail about RE in the EYFS is found below.

First, Middle, Primary, and Secondary (Key Stages 1, 2 and 3)

Schools should plan together to ensure a breadth, depth and progression of teaching and learning across the age-phases which includes, as a minimum requirement, the study of:

Two Abrahamic traditions, one of which must be Christianity (A), Two Dharmic traditions (B) and one non-religious worldview (C).

A (at least two)	B (at least two)	C (one)
Christianity	Buddhism	Humanism
Islam	Sanatana Dharma (formerly referred to as Hinduism)	Agnosticism
Judaism	Sikhi	

(Worldviews represented locally e.g., Baha'i Faith or a Pagan tradition could also be taught.)

Whilst the minimum requirement would allow for the study of just 5 worldviews by the end of KS3 (including Christianity), it is preferable for pupils to encounter at least 5 principal religions and a non-religious worldview such as Humanism, by the end of KS2 and all 6 by the end of KS3.

However, schools need to be conscious of depth of learning and to this end can choose how many and which worldviews they include in their Programmes of Study and when, as long as they meet the minimum syllabus requirement and consciously plan a progressive and spiral curriculum.

It is helpful to note that the proportion of time allocated to the study of each religious or non-religious worldview warrants careful consideration. Voluntary Aided and Voluntary Controlled Church schools are expected to teach a minimum of 50% Christianity (at the time of writing) according to the Church of England Statement of Entitlement 2019. [Religious Education | The Church of England](#)

Key Stages 4 and 5

In Key Stages 4 and 5 a core course in RE must be provided for all pupils. This syllabus requires all pupils 14-19 to be offered at least one opportunity to undertake a course in Religious Education or Religious Studies that leads to a qualification approved under Section 96 (for example GCSE and/or A level). Which religions and worldviews studied is for each school to decide.

Special Educational Needs and Disabilities (SEND)

An RE curriculum suited to the needs of all the pupils in the school must be provided.

As many SEND pupils do not learn in a linear way, the syllabus gives SEND settings the freedom to design their RE Programmes of Study in a way that best suits their pupils. This may include enquiry questions or may be thematic and/or sensory.

Just as the Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion; this approach may well lend itself to RE with SEND pupils. Schools are encouraged to include a range of learning experiences relating to the number of religions and worldviews they judge their pupils will be able to benefit from. They should not feel they have to adhere to the minimum requirements of the syllabus. The extent and nature of coverage is left to each SEND school's discretion.

Early Years Foundation Stage (EYFS)

Religious Education is a legal requirement for all pupils on the school roll, including all those in the Reception Year, but not those in Nursery.

EYFS settings are expected to ensure children encounter aspects of Christianity as well as other religions and worldviews of the setting's choosing, as a foundation for later RE learning and to provide consistency. The syllabus recommends Christianity is taught in all year groups.

Early Years pupils should encounter religions/worldviews through special people, books, times, places and objects and by visiting places of worship or significance. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They should be encouraged to ask questions and reflect on their own feelings and experiences. They should have opportunities to use their imagination and curiosity to develop their appreciation of awe and wonder at the world in which they live.

RE aims to promote the spiritual (and/or moral) development of children through exploration and reflection. Much of this will focus on a growing awareness of themselves, their lives and what is special and valuable to them and others, the culture and beliefs (religious or secular) of the people closest to them and their own, as well as on the nurturing of respect for themselves and others.

The Foundation Years are vital in helping children to experience for themselves some of the human experiences that underpin religion, e.g. belonging, love and compassion; thus giving them personal experience with which to walk the bridges between their own worlds and the worlds of religion and worldviews.

A problem-solving, questioning and philosophical approach to learning is nurtured at this stage which enables enquiry-based RE both now and later.

Curriculum Design

Planning the Curriculum

Planning RE for the whole school/the whole cross-phase RE learning Journey

This syllabus suggests enquiries are either 6 lessons or equivalent (half a term) long or 10-12 lessons or equivalent (a whole term) long. There could be a mix of shorter and longer enquiries, enquiries going deeper for longer as pupils get older, but the length of each enquiry is at schools' discretion.

Always first consider the WHY (Why are they learning this?), to provide focus on learning priorities.

Follow with

WHAT,

WHEN,

HOW and

HOW WELL DID IT WORK?

(How will we know if they have learned and understood?)

STEP 1 – INTENT
Which Worldview/s? When and why?

STEP 2
Think carefully about what you INTEND pupils to learn and how this fits in their overall RE learning Journey.

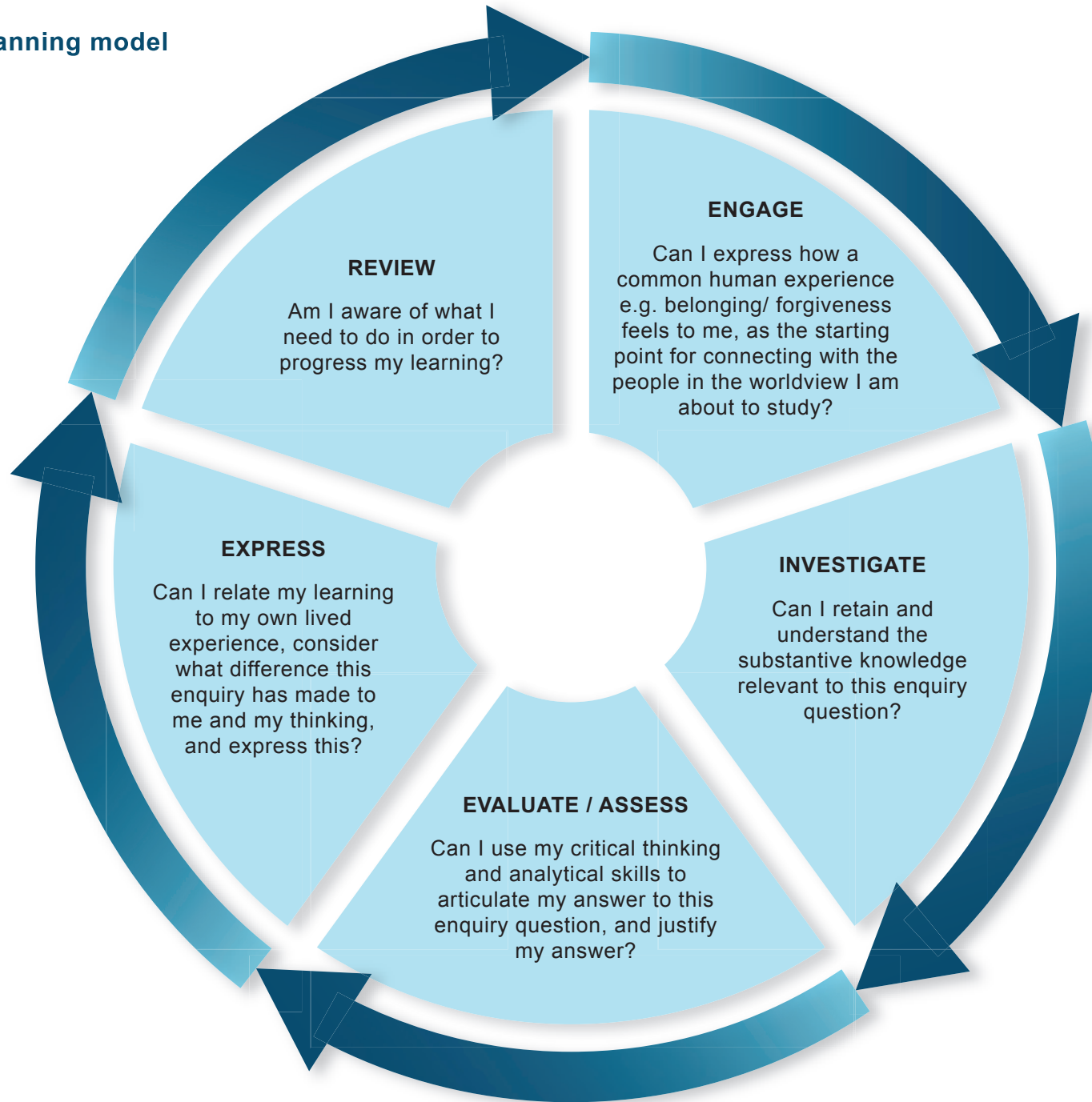
STEP 3 – IMPLEMENTATION
Enquiry Question and Attainment Descriptors.
These go hand in hand. Design carefully.
Your question needs to enable pupils to express what they know and employ their critical thinking skills.

STEP 4
Select the appropriate substantive knowledge for the enquiry, being mindful of different ways of knowing/lenses.
Select the appropriate disciplinary knowledge that students will use to explore this substantive knowledge.

STEP 5
Check continuity and progression
STEP 6
Plan and deliver the HOW, the lessons themselves and the assessment tasks

STEP 7 – IMPACT
Evaluate to inform future planning

Medium-term planning model



Enquiry questions

The Dorset agreed syllabus for RE advocates an enquiry pedagogy with a 'Religion and Worldviews' approach.

The following suggested questions are neither statutory nor exclusive. They are designed to guide teachers as to the types of questions which lend themselves to this approach. Schools may select questions that link more closely to the resources they use to support teachers in delivering the curriculum. (If schools or academies would like support in choosing a published resource for RE, please contact your local RE Network Lead or Diocesan Adviser)

'Generic' questions that could be used when studying any worldview.

It may be useful to select one/some of these and use them in different ways.

- The same question explored from perspectives of different worldviews.
- The same question explored from perspectives of different people within a particular worldview, perhaps different schools of thought or different countries and/or cultures.
- The same question explored using different 'ways of knowing' (e.g. theology, philosophy, human/social sciences)
- The same question could be revisited in different Key Stages to allow pupils to apply their more mature thinking to the question they explored in a previous Key Stage.

Example:

How does what a believes about God affect the decisions they make?

- the same question explored from perspectives of different worldviews.
How does what Christians, Buddhists and Humanists believe about God affect the decisions they make?
- the same question explored from perspectives of different people within a particular worldview.
How does what Reform and Orthodox Jews believe about God affect the decisions they make?
How does what some Christians in the UK and some Christians in Africa believe about God affect decisions they make?
- the same question explored using different 'ways of knowing'
How does what a Muslim believes about God affect the decisions they make?
Theological: what questions and answers might arise if this question is explored from inside the worldview? (cf a) above) Philosophical: what questions would arise about how to find out about the possible answers e.g. how might a Muslim come to their beliefs? What role does the Qur'an play?
Human/social science way of knowing: How might the culture or region some Muslims live in affect what they believe about God and the decisions they make?
- the same question could be revisited in different Key Stages to allow pupils to apply their more mature thinking to the question they explored in a previous Key Stage



Pupils could benefit from exploring some of the concepts and approaches that become important themes when studying RE using a religion and worldviews/enquiry approach e.g. concepts of interpretation and commitment, and teleological or cosmological arguments relating to the existence of an 'higher power' that some call God.

The questions below are examples and some of these are reflected in the worldview-specific question grids that follow, often used as the overarching learning intention.

Schools are encouraged to design their own 'generic' questions. Schools are also encouraged to consider questions that compare and contrast different concepts across more than one religious or non-religious worldview.

BELIEF

What do s believe about God?

How does what a believes about God affect the decisions they make?

How might a 's understanding of science affect their beliefs and worldview?

EXPRESSION

How does a 's worldview influence the way they interpret religious texts?

Why do some s rarely visit a place of worship and others visit regularly?

ACTION

What is the best way for a to lead a good life?

How and why do many s try to help people?

How might s learn from the example of significant people who share/have shared their worldview?





Worldview-specific example enquiry questions

The example questions below are arranged as 3 threads to reflect 3 interconnected aspects of religion and worldviews:

Belief Expression Action (BEA)

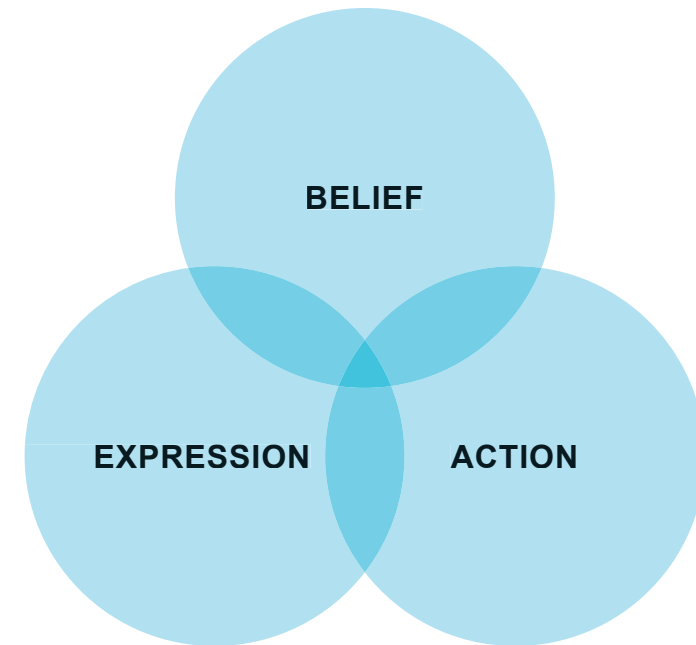
The progression is logical:

I **believe** , and I choose to **express** this belief in certain ways, and to put my belief into **action** in certain ways.

It is true that some people express and act without holding the belief that in the worldview underpins this e.g., a person may enjoy church services and act in kind ways towards people around them without necessarily understanding the Christian theology /beliefs underpinning this.

There are many blurry edges in the world of belief, expression and action, and the understanding of their interconnectivity needs to develop in a progressive way. This may be explored through a school’s careful choice of questions, themes or threads that run across different religious and non-religious worldviews. For example, those relating to Social Justice or Caring for the Environment.

The syllabus suggests that it is essential for pupils to understand what the underpinning beliefs could be which motivate expression and action, hence laying out the enquiry questions with Belief first.



To help facilitate planning, the sample worldview-specific grids below offer:

An enquiry question	Underpinning concept or belief
Suggested content (substantive knowledge)	Theme

Suggested substantive knowledge related to the themes can be found in the charts in the Appendices where worldview-specific grids are arranged in alphabetical order according to worldviews.





Worldview: Buddhism – Key Stage 1/2

Possible Enquiry Questions:

Buddhism	
Belief	
I can show some understanding of what some Buddhists believe	
<p>What do Buddhists value?</p> <p>The Dharma and the Sangha seen as the 3 Jewels of Buddhism.</p>	<p>Enlightenment</p> <p>Significance of the 3 Jewels</p>
I can show some understanding of what some Buddhists believe about the Buddha	
<p>Why is the story of the Buddha important to some Buddhists?</p> <p>The Story of the Buddha – enlightenment – early teachings.</p>	<p>Understanding the world</p> <p>Three marks of existence</p> <p>Buddha’s life and meaning</p>
<p>Can the Buddha’s teachings make the world a better place?</p> <p>Four Noble truths.</p> <p>Five precepts and Noble Eightfold Path.</p>	<p>Accepting and limiting suffering</p> <p>The Dharma</p>





Buddhism

Expression

I can explain the significance to a Buddhist of a chosen expression of their belief

What is the best way for a Buddhist to show commitment to their beliefs?

Following the Dharma.

Commitment

Personal path to enlightenment

Buddhism

Action

I can explain different perspectives on an enquiry question

What is the best way for a Buddhist to lead a good life?

Eightfold path, career choice, motivation to help others.

Faith in Action

Working for the benefit of others, correct motivation





Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- What do Buddhists believe about God?
- What do Buddhists believe if they don't believe in God?

EXPRESSION

- How does meditation help some Buddhists to show compassion to all beings?
- Why do some Buddhists choose to spend time as monks or nuns and others don't?

ACTION

- What is the best way for a Buddhist to lead a good life? Is it possible to follow the 8-fold path?
- Could following the eightfold path stop suffering happening?
- How are Buddhist teachings interpreted by believers?



Worldview: Christianity – Key Stage 1

As Christianity is likely to be taught in each year group there are more examples given.

Possible Enquiry Questions:

Christianity	
Belief	
I can start to show an understanding of what some Christians believe about God	
<p>What do Christians believe about God?</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Jesus as a saviour, Jesus as the Son of God but also God made man (Trinity), Advent</p>	<p>Creation</p> <p>Belief in God as the designer and creator of the world</p> <p>Incarnation (Christmas)</p> <p>Christian belief: Jesus as God’s gift to the world. Christian belief that God became man. Introduction to the Trinity</p>
<p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Symbols of Easter, resurrection, heaven, what many Christians believe happens when we die; Stories of Jesus appearing after the resurrection.</p>	<p>Salvation (Easter)</p> <p>Significance of Jesus’ death and resurrection to Christians</p>
I can start to show an understanding of what some Christians believe about Jesus	
<p>What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem?</p> <p>Significance of the gifts Jesus received and who gave them (shepherds, wise men) and what they foretold of his life.</p>	<p>Incarnation (Christmas) Christian belief...</p> <p>Significance of gifts – Jesus as king, God and coming to die</p>



Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?

Easter story and significance of some of the symbolism around Palm Sunday

Salvation (Easter) – Christian belief...

Jesus as the Son of God and Saviour of the world

Christianity

Expression

I can tell you some places that might be special to some Christians and why they feel these are special.

Why are some places special to Christians?

Prayer, church, pilgrimage but also that God as creator can be found by some Christians in other places e.g. in nature.

Belonging/Practices

Significance of special places

Christianity

Action

I can give examples of Jesus' actions and teachings which might guide Christians to be as kind as they can.

Why should Christians want to be kind to everyone all the time and what helps them to do this?

Biblical teachings about kindness, examples Jesus gave or showed in his life.

Faith in Action

Love your neighbour as yourself.

Holy Spirit as a helper for Christians



Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- Why might Christians believe God created the world? How could the Bible help Christians to know God?

EXPRESSION

- Which symbol best shows what Christmas means to Christians?
- How do Christians around the world celebrate Christmas in different ways? Do Christians around the world celebrate Easter in the same ways?
- Which symbol best shows what Easter means to most Christians?
- How and why might a Christian show they are grateful to their God?
- What can we find out about some Christians by visiting a local church?
- Do Christians in different countries around the world have the same special places?

ACTION

- How could the Genesis creation story lead Christians to believe God wants them to look after the world?
- How and why do many Christians try to help people?
- Can you tell me about a Christian who has made a difference in the world?
- Why did Jesus tell stories/parables?

Worldview: Christianity – Key Stage 2

Possible Enquiry Questions:

Christianity	
Belief	
I can show some understanding of what some Christians believe about God	
<p>Who is God to Christians?</p> <p>Belief in God as Creator, Trinity, God the Father, God the Son, God the Holy Spirit, How Christian texts (such as a Creed and John 1) help Christians understand this.</p>	<p>Christian belief in God</p> <p>Trinity, Creator, Saviour</p>
<p>What is good about Good Friday for Christians?</p> <p>Last Supper, symbolism of the Bread and Wine and how Christians remember this today, events of Holy Week to the Crucifixion.</p>	<p>Salvation (Easter)</p> <p>God's plan of salvation</p> <p>How Good Friday initiated Holy Communion</p>

I can show some understanding of what some Christians believe about Jesus	
<p>Why do Christians believe that Jesus came down to earth?</p> <p>What is the most significant part of the Nativity story for Christians today?</p> <p>Symbolism in the world today at Christmas compared with the Christmas story to investigate which are directly linked and what they might mean. Belief that Jesus is the Incarnation and demonstrates God's love for the world.</p>	<p>Incarnation (Christmas)</p> <p>God's promises and the expectation of a Messiah and Saviour</p> <p>Symbolism in the Christmas Story and today</p>



<p>Why do Christians believe that they need to forgive people?</p> <p>Jesus' example and teachings in the New Testament (The Lord's Prayer, love for enemies, teaching about anger, forgive 70x7, teaching about revenge, the unforgiving servant, the criminal next to Jesus, Jesus on the cross where he forgave the people who killed him.)</p>	<p>Salvation (Easter)</p> <p>Forgiveness</p>
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Christianity	
Expression	
I can explain the significance to a Christian of a chosen expression of their belief	
<p>Is going to church helpful for Christians and do they need to go?</p> <p>What is special about a church that a Christian might want to go there? Community, services/practices, prayer and worship plus alternative views such a private prayer etc.</p>	<p>Commitment/belonging</p> <p>Faith into action in daily life</p>

Christianity	
Action	
I can explain different perspectives on an enquiry question	
<p>In what ways might Christians show they are committed to God?</p> <p>Practices such as prayer, Bible study, rites of passage (confirmation, baptism, pilgrimage, marriage etc.) Living like Jesus in showing compassion and kindness to others.</p>	<p>Commitment</p> <p>Lifestyle</p> <p>Christian practices</p>



Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity. (Teachers should plan their teaching to build on what has been learned before, and are welcome to look back at the KS1 Christianity enquiry questions and select from them also to use with KS2 children))

BELIEF

- How significant is it for Christians to believe God intended Jesus to die?
- Why do some Christians believe that Jesus was able to heal people?
- What do Christians believe about eternity?
- How do some Christians explain God as Father, Son and Holy Spirit, and why do not all Christians agree with this?
- How significant is it for some Christians that Mary was Jesus' mother?
- Why is the Bible more important to some Christians than to others?

EXPRESSION

- How do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
- How do Christians around the world celebrate Christmas and which celebration show clearly what those Christians believe about Jesus?
- Do people need to go to church to show they are Christians?
- If Jesus was in the world today how might the world treat him?
- What is the best way for a Christian to show commitment to God?

ACTION

- In what ways is Christianity still a strong religion 2,000 years after Jesus was on Earth?
- What do Jesus' parables teach the reader about how Christians should treat other people?
- Why is it that Christians choose to put their faith into action in so many different ways?
- How does the Bible affect the daily lives of some Christians?



Worldview: Islam – Key Stage 1/2

Possible Enquiry Questions:

Islam	
Belief	
I can show some understanding of what some Muslims believe about God	
<p>Who is God to Muslims?</p> <p>Muslim beliefs: Allah the creator and sustainer – 99 names of Allah, beyond human depiction.</p>	<p>Allah, the one</p> <p>God</p> <p>99 names of Allah</p>
<p>How important is the Qur’an to Muslims?</p> <p>The formation of the Qur’an, The Night of Power. How the Qur’an is treated and looked after.</p>	<p>Qur’an as the word of Allah</p> <p>Origin and significance of the Qur’an</p>
I can show some understanding of what some Muslims believe about Muhammad	
<p>How important is the prophet Muhammad to Muslims?</p> <p>Muslim belief: Muhammad chosen to be a prophet, the night of power.</p> <p>Muhammad’s life – journey from Makkah to Madinah.</p>	<p>Prophethood</p> <p>Story of Muhammad and Muhammad as an example to Muslims</p>





Islam	
Expression	
I can explain the significance to a Muslim of a chosen expression of their belief	
<p>Why do some Muslims fast during Ramadan?</p> <p>Understanding the poor and respecting Allah.</p> <p>Practices and timings.</p>	<p>Sawm</p> <p>Commitment and belonging</p> <p>Significance of five pillars</p>

Islam	
Action	
I can explain different perspectives on an enquiry question	
<p>Does completing a pilgrimage make a person a better Muslim?</p> <p>Importance of Makkah, link sites to key Muslim stories, beliefs and events.</p> <p>– could include sites for other schools of thought (diversity within religion).</p>	<p>Commitment and belonging Significance of key sites</p> <p>Commitment and belonging</p> <p>Significance of key sites</p>



Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- What do Muslims believe about God?
- Does belief in Akhirah (life after death) help some Muslims lead good lives?
- Why is the Qur'an important to Muslims?

EXPRESSION

- Does going to the Mosque give Muslims a sense of belonging?
- Does praying at regular intervals every day help a Muslim in their everyday life?
- What does celebrating Eid mean to some Muslim children?

ACTION

- What is the best way for a Muslim to lead a good life?
- What is the best way for a Muslim to show commitment to God?
- How could Muslims make a positive difference in their communities?

Worldview: Judaism – Key Stage 1/2

Possible Enquiry Questions:

Judaism	
Belief	
I can show some understanding of what some Jews believe about God	
<p>Who is God to Jews?</p> <p>What impact does believing in God have on the life of Jews? Includes that they may be kind to people because of scriptural references including 10 Commandments.</p>	<p>Jewish belief and trust in God</p> <p>Trust in God, learning through scripture</p>
<p>How special is the covenant relationship Jews have with God?</p> <p>One God who created the world, and with whom every Jew can have a personal and individual relationship. Teachings of Abraham and Moses.</p>	<p>Special Relationships</p> <p>Special relationship between Jews and God and the promises they make to each other</p>
I can show some understanding of what some Jews believe about the Torah	
<p>How are sacred teachings and stories interpreted by Jews today?</p> <p>Scriptural basis and impact of this on the life of Jews today: Kashrut, working on the Sabbath.</p>	<p>Belief into action of daily life</p> <p>Rules and how they are interpreted today.</p>
<p>Why is the Torah so important to Jews?</p> <p>People of importance in the Torah, how God’s word is communicated through the Torah and how it gives them rules to live by in daily life. How it is treated within the Synagogue.</p>	<p>Jewish belief: the Torah as the word of God and the history of their people’s relationship with him.</p> <p>Origin and significance of the Torah</p>



Judaism

Expression

I can explain the significance to a Jew of a chosen expression of their belief

Does visiting the synagogue help Jewish children feel closer to God?

Commitment

Bar/Bat Mitzvah

Judaism

Action

I can explain different perspectives on an enquiry question

How do Jewish beliefs, teaching and stories impact on daily life?

Beliefs and teachings as lived out today

Sukkot, Kashrut, differences in practice and diversity, lived experiences.

Significance of practices



Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- What do Jews believe about God?
- Is Shabbat important to Jewish children?
- How special is the relationship religious Jews have with God?
- Why do Jews believe God created the world?
- Do Jews believe God wants them to look after the world? Why is the Exodus from Egypt so significant to Jews today? What difference might the Torah make to a Jew's life?
- What is the importance of Yom Kippur for Jews?

EXPRESSION

- Why is Shabbat important to most Jews?
- Why do Jews place importance on family life?
- How does celebrating festivals help Jews feel a sense of closeness to God and community?
- How important is worship to Jews?
- How does Shavout impact on the life of Jews today?
- Are Rosh Hashanah and Yom Kippur important to Jewish children?
- How significant might the Bar/Bat Mitzvah ceremony be to a Jewish boy or girl, or not?

ACTION

- How do Jewish beliefs, teachings and stories impact on daily life?
- What is the best way for a Jew to lead a good life?
- What are the best ways for Jews to show commitment to God? Does keeping kosher make someone a better Jew?

Worldview: Humanism – Key Stage 1/2

Possible Enquiry Questions:

Humanism	
Belief	
I can show some understanding of what some Humanists believe	
<p>How do Humanists decide what is right and wrong?</p> <p>Personal morality based on empathy, reason and sensitivity to others (including animals).</p> <p>Awareness of our responsibility for the environment and for future generations Follow the Golden Rule and treat others as you want to be treated.</p>	<p>Personal morality</p> <p>Code of conduct based on respecting humanity and the rights and values of others</p>
<p>What do humanists think about human beings?</p> <p>Recognising the potential of each person to be a moral (good) person and to search for truth.</p> <p>Everyone should have the chance to develop their talents, to be happy and to live a good life. How humans can support others.</p>	<p>The power of humanity</p> <p>Humans have the power to do good and be good</p> <p>Humans have the power to influence their destiny or future through extending knowledge and by working together</p>
<p>Do Humanists believe life has a purpose?</p> <p>Humanists believe that life is for flourishing and happiness.</p> <p>There is one life, so live it well.</p>	<p>One life – no afterlife</p> <p>Take every opportunity to make the best of life – for oneself, others and the environment</p>



Humanism

Expression

I can explain the significance to a Humanist of a chosen expression of their belief

How do Humanists celebrate important moments in life e.g., the birth of a baby.

Ways of celebrating and commemorating – marking key times in life.

Rites of Passage

Celebrating the potential of human life. Baby naming ceremonies. Committing to support the new person.

Weddings: Celebrating the commitment of one person to another in a way that they choose.

Funerals: Celebrating and remembering a life that has ended.

Humanism

Action

I can explain how beliefs can affect actions

How do inspirational Humanists of the past impact on how Humanists live today?

Case studies of people who have benefited humanity – scientists, humanitarians – Leaving a legacy for future generations e.g., Charles Darwin, Alfred Russel Wallace, William Beveridge, George Eliot, and many early Humanist women such as Sophie Bryant.

(It is also worth remembering that Humanists themselves may be inspired by people who were not Humanists e.g. Martin Luther King Jr.)

Inspirational people

Being inspired to make a difference



Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- What do Humanists believe happens when they die?
- What do some Humanists believe about how the world began?
- What do Humanists value?
- Why is the 'Amsterdam Declaration 2022' important to Humanists?

EXPRESSION

- Why is happiness important to Humanists?
- How and why do Humanists celebrate new life?
- What is the significance of the 'happy human' symbol to Humanists?
- What motivates Humanists to lead good lives?

ACTION

- What is the Golden Rule and why might it be important to Humanists?
- What aspirations do Humanists have for society?
- How do Humanists try to make the world a better place?

Worldview: Sanatana Dharma (Hinduism) – Key Stage 1/2

Possible Enquiry Questions:

Sanatana Dharma	
Belief	
I can show some understanding of what some Sanatanis believe	
<p>How can Brahman be everywhere and in everything?</p> <p>Trimurti and other significant deities – including Ganesha.</p>	<p>Hindu belief in One Supreme power</p> <p>Deities – aspects of the one power</p>
<p>Does belief in Karma help Sanatanis lead good lives?</p> <p>Actions and their consequences in this life and afterwards.</p>	<p>Faith in Action</p> <p>Karma and Dharma & Links to afterlife</p>
<p>Do beliefs in Samsara and Moksha help Sanatanis lead good lives?</p> <p>Life after death – the impact of afterlife beliefs on daily life</p> <p>Release from the cycle of life and death.</p>	<p>The cycle of life and death</p> <p>Previous lives, this life and how to live it.</p>

Sanatana Dharma	
Expression	
<p>What might Sanatanis learn from the story of Rama and Sita and the celebrations of Divali?</p> <p>Divali story – key characters and messages – how Divali is celebrated and commemorated.</p>	<p>Celebrations</p> <p>Friendship, commitment and standing up to evil</p>



Sanatana Dharma	
Action	
I can explain different perspectives on an enquiry question	
<p>How could the belief in ahimsa (harming no living thing) impact the life of some Sanatanis?</p> <p>Respect for life personal morality and ethical choices (e.g. choice to be vegetarian).</p>	<p>Commitment</p> <p>Ethical decision making – respect for life – career choice</p>

Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- How could Sanatani beliefs help to make the world a better place?
- What do some deities tell Sanatanis about God?

EXPRESSION

- Would celebrating Divali at home and in the community bring a feeling of belonging to a Sanatani child?
- Would visiting the River Ganges feel special to a Sanatani?
- Is having a local mandir (place of worship) important to Sanatanis?

ACTION

- What is the best way for a Sanatani to show commitment to their beliefs?
- What is the best way for a Sanatani to lead a good life?



Worldview: Sikhi – Key Stage 1/2

Possible Enquiry Questions:

Sikhi	
Belief	
I can show some understanding of what some Sikhs believe	
<p>Who is God to Sikhs?</p> <p>Guru Nanak and textual references. Nanak’s story and disappearance, Nanak’s words about God - Waheguru .</p>	<p>Sikh beliefs</p> <p>God and the importance of the Gurus</p>
<p>Does believing the presence of God is in everything help some Sikhs lead good lives?</p> <p>Standing up to evil, 5ks, how the Kirpan is for protecting and defending those in need. Sewa - service, Vand Chakna.</p>	<p>Faith in Action</p> <p>Working for the benefit/protection of others, correct motivation</p>

I can show some understanding of what some Sikhs believe about their Gurus	
<p>Why is the Guru Granth Sahib treated with such respect by Sikhs?</p> <p>Guru Granth Sahib, practices in the Gurdwara.</p>	<p>Belief in the Gurus</p> <p>Guru Granth Sahib as last Guru</p>
<p>Why do many Sikhs admire their Gurus?</p> <p>Lives of the Gurus and impact on a Sikh believer today.</p>	<p>Beliefs and practices</p> <p>How Sikhs interpret the teachings of the Gurus</p>



Sikhi

Expression

I can explain the significance to a Sikhi of a chosen expression of their belief

Does joining the Khalsa make a person a better Sikh?

Commitment/belonging

History of the Khalsa, impact of joining, 5 KS.

Impact on life of believer of making this commitment

Sikhi

Action

I can explain different perspectives on an enquiry question

Would visiting the Harmandir Sahib make a person a better Sikh?

Commitment and belonging

Langar, pilgrimage, Harmandir Sahib, sharing on a much bigger scale, world-wide community of Sikhs.

Significance of key sites



Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- Are Sikh stories important today?
- How are sacred teachings and stories interpreted by Sikhs today?

EXPRESSION

- Does taking part in the Baisakhi help Sikh children feel a sense of belonging?
- How could believing in God help a Sikh to make the world a better place?
- What is the best way for a Sikh to show commitment to God?
- How do Sikhs show they value equality?
- Would celebrating Divali at home and in the community bring a feeling of belonging to a Sikh child?
- Is having a local Gurdwara important to Sikhs?
- Does joining the Khalsa make someone a better Sikh?

ACTION

- How far would a Sikh go for their religion?
- What is the best way for a Sikh to live a good life? What does sewa mean to Sikhs?
- Why do Sikhs contribute to the Langar? Do Sikhs think it is important to share?
- How might the three foundation or pillars of Sikhi: Nam Japna (meditating on God's name), Vand Chakna (helping others through sewa) and Kirat Karna (earning an honest living) guide a Sikh's lifestyle choices?



Worldview: Baha'i Faith – Key Stage 1/2

Whilst Baha'i is not included on the grid of required religions and worldviews in the Dorset syllabus, schools are welcome to include the study of this religion if they choose, as long as they meet the syllabus requirements. This would probably be best included in KS2 or above.

Possible Enquiry Questions:

Baha'i Faith	
Belief	
I can show some understanding of what some Baha'is believe about God	
<p>What do Bahá'ís believe about God and what difference does this make to their lives?</p> <p>Key beliefs including working towards unity of humanity, God as creator, abolition of extremes of wealth and poverty.</p>	<p>Baha'i belief: One God</p> <p>One God who has sent many prophets and educators</p>
I can show some understanding of what some Baha'is believe about the Bab and Bahá'u'lláh	
<p>Who was the Bahá'u'lláh, and why is he important to Bahá'ís today?</p> <p>The Life and the example of Bahá'u'lláh;</p> <p>Example of Bahá'u'lláh's key teachings concerning humanity, personal morality and spiritual nature of humans.</p>	<p>Important leaders and people</p> <p>Life and the example of the Bab and Bahá'u'lláh</p>





Baha'i Faith

Expression

I can explain different perspectives on an enquiry question

Which symbols are important to Bahá'ís?

Importance of the Ringstone Symbol, its meaning and symbolism; 9-pointed Star as the symbol of the Bahá'í Faith.

Significance of symbols

Nine-pointed star and ringstone

Baha'i Faith

Action

I can explain different perspectives on an enquiry question

What is the best way for Bahá'ís to lead a good life?

Humans are caretakers of the earth, significance of education and working towards unity, removing prejudice and inequality.

Personal freedom and responsibility.

Commitment and personal morality

Worship and daily life





Further example questions below are arranged in the Belief, Expression, Action threads to aid planning, but acknowledging that the lived experience of a believer encompasses all three in an intertwined way. Planning can focus on one thread at a time or deliberately include more than one in a meaningful way. Pupils should be helped to understand the interconnectivity.

BELIEF

- How important is Bahá'u'lláh to Bahá'ís?

EXPRESSION

- What is the best way for a Bahá'í to show commitment to God?
- What is the best way for a Bahá'í to lead a good life?

ACTION

- Can Bahá'u'lláh's teachings make the world a better place?
- How is the oneness of humanity important to Bahá'ís?



Key Stage 3 and Non-examined Key Stage 4

During Key Stage 3, pupils deepen their understanding of: Christianity, Islam and/or Judaism, Humanism, and at least two Dharmic traditions from Buddhism, Sanatana Dharma and Sikhi.

The Key stage 3 curriculum should build upon the existing knowledge and experiences in Early Years, Key Stage 1 and 2. Schools should use the information provided above to understand the content requirements of Early Years – Key Stage 2 when designing their curriculum to ensure that it is an appropriate level of challenge.

We would expect students in Key Stage 3 to be given opportunities to carefully reflect upon the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also tensions which exist within and between religions, and they interpret religious texts and other sources and to gain a more insightful understanding of the complexities and sometimes blurred or overlapping edges of lived belief (as influenced by culture and interpretation).

The agreed syllabus for Key Stage 3 continues to build on the enquiry approach. It is suggested that schools design their programmes of study around a small number of enquiry questions, which can then be explored through the selected world views. This enables a religion and worldviews approach to be more explicit to pupils, making use of different disciplines or 'ways of knowing' and supporting their understanding of the lenses people see the world through and how this impacts their lived experience.

Schools should select appropriate enquiry questions to allow their students opportunities to explore the variety of perspectives both between and within different world views. There are 5 Core themes from which schools can develop enquiry questions to be studied across Years 7-11 (these can also be used to develop enquiry questions for non-examined Key Stage 5 RE)

Core Themes

1. **Views on the existence of God** – nature of God in different worldviews & relationship with the world
2. **Origins of the universe and responsibility for the environment** – the relationship between religion & science, the environment, 'creation' stories
3. **The nature of humanity** – Ethics, Social justice, conflict, wealth & poverty
4. **The afterlife** – Beliefs about life after death, concept of Salvation in some worldviews.
5. **The relationship between belief and practice** – Celebrations, Worship, inter-faith dialogue

Suggested knowledge content for each worldview relating to each of the 5 themes above is given in the Appendix to this syllabus.



For each of the core themes schools should identify enquiry questions to structure their curriculum. Examples may include:

- Do animals have rights?
- Should societies strive for equality or equity for their citizens? How does belief influence difficult moral decisions?
- Is evil external or human or both?
- Can religion help people find peace?
- Should we eat meat?
- Is happiness the purpose of life?
- Does prayer make a difference?
- What different things do people believe about how the world began?
- If there is a God who made the world, why isn't it perfect?
- What is the relationship between religion and science? How does belief affect ethical decision-making?
- How does faith impact on a person's life?
- How far is suffering caused by human action?
- 'Loyalty to country' or 'loyalty to religion' – which should come first?
- What is freedom of expression, and should there be any limits on it in relation to religion?



Assessment

What are the expectations regarding attainment?

The growing autonomy of schools to determine their own assessment processes without the prescription of national level descriptors, offers them the opportunity to restructure and more clearly define their expectations of young people's learning. This includes whether to have summative assessment at the end of a unit of study, or for assessment to be centred upon formative evaluation of learning throughout the series of lessons.

Recommendations from Ofsted RE Syllabus Review 2024 – Assessment.

The Ofsted RE Review 2024 report made the following observations about assessment:

The curriculum maps out the journey of what it means 'to get better' at RE. So, when teachers want to know whether pupils have made progress in RE, they are asking a summative question: Have pupils learned and remembered the RE curriculum?

If pupils have learned this curriculum, then they have made progress.

Assessment models in RE that use 'scales', 'ladders' or 'levels' of generic skills to determine progress are not valid assessment models to assess specific RE curriculums.

Schools should:

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

How teachers assess pupils' knowledge will depend on the context, for example teachers may observe oral contributions to class discussions as evidence of understanding or see knowledge through a piece of poetry or art.

Identifying expected knowledge as part of the curriculum design will enable staff to assess whether students have knowledge and understanding of those concepts.

The Dorset agreed syllabus leaves it to schools to determine the knowledge that they want pupils to learn but also offers a progression framework, outlining expectations for RE learning across Key Stages 1-4 in relation to Belief, Expression and Action.

Schools are encouraged to develop their own processes which clearly define progression in RE learning in relation to their own Programmes of Study.

The grids below offer summary guidance as to progression and expectations at the end of each Key Stage. Some of the sample support materials include assessment tasks, descriptors and exemplification.

Summary of progress towards end of Key Stage expectations

End of Key Stage 4

Attainment related to End of Key Stage Statements			
	BELIEF	EXPRESSION	ACTION
<p>By age 16 (Y11) most young people are expected to achieve this</p>	Analyse different arguments surrounding beliefs with supporting evidence	Research and analyse evidence about expression of belief, drawing reasoned conclusions	Research independently and reflect personal conclusions on how beliefs may lead to a diverse range of actions.
<p>By age 15 (Y10) Most young people are expected to achieve this</p>	Show detailed knowledge of a range of perspectives, sources and beliefs	Explain evidence about expression of belief coherently, providing a range of examples	Raise and evaluate critical questions about how belief and action relate



End of Key Stage 3

	BELIEF	EXPRESSION	ACTION
By age 14 (Y9) most young people are expected to achieve this	Interpret the variety of beliefs that may be found within and between traditions	Evaluate explanations for differences of beliefs and expressions with cogent arguments	Evaluate how beliefs and actions link
By age 13 (Y8) most young people are expected to achieve this	Explain what might influence beliefs and how beliefs might impact how people live.	Explain in some depth expressions of beliefs and ideas clearly, recognising diversity	Examine and respond coherently to questions
By age 12 (Y7) most young people are expected to achieve this	Explain, giving a considered response a range of beliefs and the possible sources of those beliefs.	Explain the diversity of expressions of beliefs	Weigh up different ideas

End of Key Stage 2

	BELIEF	EXPRESSION	ACTION
End of KS2 By age 11 (Y6) most children are expected to achieve this	Reflect and make connections between beliefs and concepts	Consider, compare and contrast different expressions of belief	Offer ideas and personal reflections upon what they have learned
End of Lower KS2 By age 9 (Y4) most children are expected to achieve this	Describe, discover more and begin to make connections between different beliefs and concepts	Observe and suggest reasons for expressions of belief	Begin to offer ideas and personal reflections upon what they have learned





End of Key Stage 1

	BELIEF	EXPRESSION	ACTION
End of KS1 By age 7 (Y2) most children are expected to achieve this	Retell, recognise and find meanings in what different people believe	Explore and respond sensitively to the different ways in which people express their belief	Begin to express ideas and opinions about what they have learned
By age 6 (Y1) most children are expected to achieve this	Recall, name and talk about what different people believe	Talk about the ways in which people express their belief	Explore and think about their own feelings, ideas and actions



SEND PUPILS

The descriptors below may provide guidance on assessing SEND pupils' progress and also inform planning.

Religious Education Performance descriptors:

1 (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.

1 (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].

2 (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 manmade 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].

2 (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].



3 (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].

3 (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].

4 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.

5 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.





6 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.

7 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.

8 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.



Appendices

Worldview: The Bahá'í Faith – KS2

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
God	<p>What do Bahá'is believe about God? God as the unknowable Essence, Great Spirit, the Divine</p> <p>How are God's attributes reflected in nature?</p> <p>What purpose do the Prophets and Messengers of God (or 'Manifestations') according to the Bahá'í writings?</p>	<p>The Importance of Obligatory Prayer and Daily Worship - acts of devotion and praise</p> <p>Fasting</p> <p>Symbols: The Ringstone Symbol; the 'Greatest Name'; the Nine- pointed Star</p> <p>Declaration of Faith' Individual Responsibility</p>	<p>What is important in Community Life?</p> <p>Concept of Unity of Religions</p> <p>Progressive Revelation – what is it? How is this explained and how does it influence Bahá'í activities?</p> <p>Why is service to others important?</p>
Life after Death	<p>What do Bahá'í writings say about the purpose of life?</p> <p>What do Bahá'is believe about life after death?</p>	<p>Individual Responsibility to seek truth</p> <p>What importance do Bahá'is place on the writings of Bahá'u'lláh, The Báb and 'Abdu'l-Bahá?</p>	<p>How do Bahá'is serve their community and Mankind?</p>
Key figures	<p>Life of Bahá'u'lláh</p> <p>'Abdu'l-Bahá as Exemplar</p>		
Equality	<p>The Báb as the Herald/ Forerunner of the Bahá'í Faith</p> <p>Unity and Equality of men & women, races and religions</p>	<p>Importance of education for girls</p>	<p>How are local traditions valued in a global outlook? Engagement with wider society</p>



<p>Special Times</p>	<p>What is special about the Bahá'í Administrative system?</p> <p>Bahá'í marriage laws and teachings about the role of the family</p> <p>Holy Days - Commemorations Celebrations:</p>	<p>Ascension of Bahá'u'lláh, Martyrdom of The Báb, Bahá'u'lláh's Birthday, Naw-Rúz (New Year), Ridvan Festival</p>	<p>Why are community projects important?</p> <p>What is a 'Youth Year of Service'?</p>
<p>Places</p>	<p>Where do Bahá'ís meet? Homes, Bahá'í Centres,</p> <p>Houses of Worship (Temples)</p>	<p>Visit Houses of Worship Pilgrimage – Why is Haifa the centre of the Bahá'í Faith?</p>	



Worldview: Buddhism – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>There is no Creator God</p> <p>Buddhahood</p> <p>Karma, Samsara, Moksha</p> <p>Nirvana</p> <p>Attachment is the cause of suffering.</p> <p>Sangha</p> <p>3 Refuges</p>	<p>Source: Dhammapada 393-4</p> <p>The life and teachings of Siddartha Gautama, the Buddha</p> <p>The 3 Universal Truths/ Marks of Existence: Anicca, Dukka, Anatta</p> <p>The 4 Noble Truths</p> <p>The 8-fold Path: Right... Understanding, Speech, Intention, Action, Livelihood, Effort, Concentration, Mindfulness</p> <p>5 Precepts (including Ahimsa)</p> <p>(6 Perfections)</p>	<p>Lotus flower</p> <p>Dharma Buddhist shrines Monks (Bhikkus)</p> <p>Nuns (Bhikkhunis)</p> <p>Bodhisattvas e.g. Avalokiteshvara Wheel</p> <p>3 turnings of the wheel Theravada, Mahayana, Vajrayana</p> <p>Mantras Mandalas</p> <p>Meditation</p>	<p>Belonging to the Sangha (Different types of Sangha)</p> <p>Developing compassion for self and others Being mindful</p> <p>The Middle Way</p> <p>Groups within Buddhism – to live in the world or live separately</p>

Worldview: Christianity – KS1

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>One Creator God who continues to create</p> <p>Loving relationship with God</p> <p>Incarnation: Jesus is the incarnation of God (God in human form)</p>	<p>Source: Genesis 1-2:4 The Creation Story Christians to be stewards of God's creation Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/ Hymns</p> <p>Sunday, a day of rest and worship Prayer, Bible reading, Worship</p> <p>Christmas: Advent and Christmas Day Nativity story</p> <p>Celebrations</p> <p>Jesus as a gift from God</p> <p>Jesus as the incarnation of God Luke 2:1-20</p> <p>Matthew 1:18-2:12</p> <p>Jesus in the Temple as a boy Luke 2</p> <p>Jesus shows people what God is like because he is God in human form (God's Son)</p>	<p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay-people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p> <p>Advent calendars, wreaths, candles Symbolism of the Nativity story Christmas services in churches</p> <p>Christmas traditions compared to Christian Christmas celebrations and meaning</p> <p>Symbolism in churches at Christmas and Easter</p>	<p>Global citizenship and inter-connectedness e.g. fair- trade (looking after people as part of the natural world)</p> <p>e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God.</p> <p>They continue to be created and to grow</p> <p>Giving and receiving in the home and community Christingle</p>



Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Salvation</p> <p>Gospel</p>	<p>The Easter Events:</p> <p>Palm Sunday to Easter Sunday</p> <p>Redemption Salvation Sacrifice Resurrection Hope</p> <p>New life Relationship with God</p> <p>Good news that people can be in a relationship with God because Jesus shows them how</p> <p>Christians try to follow Jesus' example and teaching</p> <p>e.g. Zacchaeus Luke 19:1-9</p> <p>The 2 Great Commandments:</p> <p>Love God, Love your neighbour as yourself Mark 12:29-31</p> <p>Parables e.g.</p> <p>Lost sheep Luke 15:1-7 Lost coin Luke 15:8-10</p> <p>Good Samaritan Luke 10:25-37 Healing stories e.g.</p> <p>Jesus heals a paralysed man Luke 5:17-26</p> <p>Jesus helped the crowd e.g. feeding the 5,000 Luke 9:10-17</p>	<p>Palm Sunday, palm crosses, services in churches Last Supper, symbolism of bread, wine</p> <p>Good Friday services and music</p> <p>(Hot cross buns, crucifixes in churches and in Christians' lives and homes)</p> <p>Easter Sunday</p> <p>(Easter eggs, services, music, empty crosses in churches and in Christians' lives and homes)</p> <p>The Lord's Prayer</p> <p>The Bible, how is it used in worship and for guidance Why and how is it important?</p> <p>Who wrote it?</p> <p>Is it true?</p>	<p>Holy Communion, Eucharist Prayer</p> <p>Saying sorry, asking forgiveness Starting afresh</p> <p>Being part of a Christian community, local and global</p> <p>Putting the 2 Great Commandments into action in Christians' everyday lives</p> <p>Examples of Christian charities as well as individual acts of kindness</p> <p>How do Christians follow Jesus' teaching and example?</p>

Worldview: Christianity – KS2

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Loving relationship with God (Covenant)</p> <p>Incarnation</p>	<p>Genesis 1-2:4 and 2:15-25</p> <p>Creation Story and the story of Adam and Eve</p> <p>(Genesis 3 to explain the Christian understanding of 'the Fall' and the need for people to reclaim the loving relationship with God he wants them to have)</p> <p>Psalms 8 and 100</p> <p>Psalm 139:13-16</p> <p>The relationship with God is made possible by Jesus' incarnation</p> <p>Jesus' incarnation- Emmanuel, belief in the fulfilment of prophecy</p> <p>Jesus' baptism by John the Baptist John1</p> <p>Luke 1 and 2</p> <p>Hebrews 1:1-3</p> <p>Jesus shows Christians how they can have the relationship with God he wants them to have.</p>	<p>Honouring Sunday as a day of rest and worship</p> <p>Sunday services of worship in different settings and churches</p> <p>The significance of church buildings to many Christians</p> <p>Prayer, private and public</p> <p>Why might Christians pray? e.g. thanks, forgiveness, confession, help and guidance, praise</p> <p>Christmas</p> <p>The Annunciation, The Nativity story</p> <p>'Virgin birth' and symbolism of aspects of the story Christmas celebrations in churches, Christian communities (maybe globally), and in the home</p> <p>Christmas traditions: which are Christian and which not?</p>	<p>Rites of passage:</p> <p>baptism (infant and adult), naming, confirmation, marriage, funeral</p> <p>Many Christians believe that God continues to be creative. Some would say God continues to re-create and re-form.</p> <p>Many Christians believe they share this creativity enabling them to grow in faith, wisdom and service.</p> <p>The Lord's Prayer</p> <p>Why is Christmas meaningful to Christians?</p> <p>Case studies of people, famous and otherwise, who have been/are motivated by their Christian beliefs and faith to work for good in the world.</p>



	<p>Teaches them by his example and his teaching and parables</p> <p>10 Commandments - Exodus 20:1-17</p> <p>The 2 Great Commandments Mark 12:28-33</p> <p>Sermon on the Mount Matthew 5</p>	Baptism Eucharist	<p>Christian aid organisations and charities</p> <p>Becoming a Christian monk or nun, commitment, lifestyle, meaning</p>
<p>One Creator God who continues to create</p> <p>Loving relationship with God</p>	<p>Source: Genesis 1-2:4 The Creation Story Christians to be stewards of God's creation Psalms 8 and 100</p> <p>Harvest Festival /The Lord's Prayer/ Hymns</p> <p>Sunday, a day of rest and worship Prayer, Bible reading, etc</p> <p>Worship</p>	<p>The church</p> <p>Leaders of worship e.g. vicar, priest, minister, lay- people</p> <p>Christian contributions to conservation/charities that look after the natural world or people who do this motivated by their Christian beliefs.</p>	<p>Global citizenship and inter-connectedness e.g. fair- trade (looking after people as part of the natural world)</p> <p>e.g. OXFAM/ Christian Aid</p> <p>Global Christian community (Church)</p> <p>As well as believing God created the world and everything in it, Christians also believe that people are creators and have creativity given to them by God.</p> <p>They continue to be created and to grow</p>



Worldview: Humanism – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Believe that there are no gods.</p> <p>Human reason provides answers about right or wrong.</p> <p>We have free will.</p> <p>Science provides answers about the universe.</p>	<p>No sacred texts. Use of human knowledge and reason.</p> <p>The Amsterdam Declaration 2022 - an international statement of Humanist beliefs.</p> <p>The Golden Rule - treat others as we would like to be treated.</p> <p>We are all responsible for our actions.</p> <p>Scientific explanations for the universe (e.g. big bang theory) and how life developed (evolution by natural selection)</p>	<p>Live full happy lives and help others to do the same. Celebrate life here and now.</p> <p>Ceremonies for births, marriages, deaths that celebrate life.</p> <p>Reflection and awe about the universe and humanity. Expression of this awe and wonder through art, drama music.</p> <p>Respect for reason and scientific enquiry.</p> <p>Humanist pastoral care, climate action, schools (in Uganda)</p>	<p>Being tolerant and having good relationships with others.</p> <p>Respecting the views of others.</p> <p>Caring for people, animals and the environment.</p> <p>Darwin Day</p> <p>Groups within Humanism</p>

Worldview: Islam – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Allah the One Creator God</p> <p>Tawhid</p> <p>Relationship with God</p> <p>Prophets Muhammad</p> <p>Prophethood Worship</p> <p>Akhirah (life after death)</p>	<p>The Qur'an – origins and beliefs</p> <p>How is the Qur'an treated in the Mosque and the home?</p> <p>The Shahadah:</p> <p>There is no God but Allah and Muhammad (pbuh) is his messenger</p> <p>99 names/attributes of Allah</p> <p>5 greatest prophets - Nuh (Noah), Ibrahim (Abraham), Musa (Moses), Isa (Jesus), Muhammad</p> <p>The 5 Pillars Shahadah Prayer</p> <p>Sawm during Ramadan Hajj</p> <p>Zakah</p>	<p>Muhammad: Life and example</p> <p>Mosque – symbolism and use - community</p> <p>Imam</p> <p>Worship and prayer</p> <p>Prayer and worship in the Mosque and the home. Facing Makkah</p> <p>Friday Prayers</p> <p>Madrassah</p> <p>Eid-ul-Fitr</p> <p>Eid-ul-Adha</p>	<p>Muslim Aid organisations</p> <p>Faith into action zakah, sadaqah</p> <p>The Ummah (global Muslim Community)</p> <p>How belief affects daily life</p> <p>Different schools of thought within Islam</p> <p>Halal</p>

Worldview: Judaism – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>One creator God</p> <p>Relationship with God</p> <p>Covenant (started with Abraham, still exists today and was exemplified during the Exodus from Egypt)</p> <p>Prophets</p> <p>Torah Talmud</p>	<p>The Torah Genesis 1-2</p> <p>Abraham, Sarah,</p> <p>The Shema (Deuteronomy 6:4-9)</p> <p>The Exodus from Egypt:</p> <p>Moses, plagues, escape, journey to freedom, relationship with God</p> <p>The 10 Commandments (Exodus 20)</p> <p>613 Mitzvot</p> <p>Passover (Pesach) in the home and Synagogue Seder Meal and its symbolism</p> <p>Rosh Hashanah and Yom Kippur Shavuot</p> <p>Sukkot</p>	<p>Shabbat practices and symbolism at home and in the synagogue</p> <p>Prayer, Menorah, Star of David Mezuzah, Music, Worship Tallit, kippah etc</p> <p>Synagogue:</p> <p>Torah, Ark, Yad, Bimah, Ner Tamid</p> <p>Kashrut (food laws)</p> <p>Rites of Passage e.g. Bar and Bat Mitzvah</p>	<p>Family and Community Environment</p> <p>Shabbat Synagogue</p> <p>Keeping kosher</p> <p>Shavuot</p> <p>Groups within Judaism: Orthodox and Reform</p> <p>How belief affects daily life</p> <p>Interpretations of scriptures</p>

Worldview: Sanatana Dharma – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Brahman is the ultimate reality and is everywhere and in everything</p> <p>Karma</p> <p>Samsara</p> <p>Moksha</p> <p>Dharma</p> <p>Bhakti (devotion)</p> <p>Ahimsa (non-violence)</p>	<p>Upanishads Vedas</p> <p>Krishna's teaching from the Bhagavad Gita Ramayana</p> <p>Stories of e.g. Rama and Sita, Hanuman, Ganesh</p> <p>Rites of Passage e.g. Birth, marriage, death</p> <p>Pilgrimage to Varanasi (the River Ganges) Diwali</p> <p>Holi</p>	<p>Worship at home and at the Mandir</p> <p>Arti Puja</p> <p>Murtis</p> <p>The Trimurti: Brahma- Creator Vishnu- Preserver Shiva- Destroyer</p> <p>Om-(Aum)</p> <p>The most sacred sound Meditation</p> <p>Yogas (paths or practices)</p> <p>Yoga</p>	<p>Showing love and respect to others and being committed to dharma, austerity, purity, compassion and truthfulness can bring happiness</p> <p>Vegetarianism Ahimsa</p> <p>Ghandi's example</p> <p>Groups within Hinduism</p>

Worldview: Sikhi – Primary

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creator God who is everywhere and in everything</p> <p>Sewa</p> <p>Everyone is equal to God</p> <p>Karma Samsara Moksha</p>	<p>Three core beliefs</p> <p>Ik Onkar - Khanda</p> <p>Guru Granth Sahib and rituals associated with it at the Gurdwara</p> <p>Diwan (poetry) The Gurus</p> <p>Mool Mantar (statement of belief at beginning of the Guru Granth Sahib)</p> <p>Baisakhi, community, flagpole etc Divali</p> <p>Rites of Passage e.g. birth, marriage, death</p> <p>Pilgrimage to the Golden Temple at Amritsar</p>	<p>Having God on your mind, honest work and sharing/helping others</p> <p>The Gurdwara</p> <p>Worship in the Gurdwara</p> <p>Music, Ragis, Bhangra, prayer, sharing Karah Parshad</p> <p>Joining the Khalsa Amrit Ceremony</p> <p>The 5 K's</p> <p>Kesh, Kanga, Kirpan, Kara, Kachera</p>	<p>Honour God by treating living things with respect and kindness</p> <p>The Langar</p> <p>Sewa</p> <p>Groups within Sikhism</p>

KS3 Suggested substantive content for each worldview for each of the 5 main enquiry questions

Views on the existence of God – nature of God in different worldviews & relationship with the world

Worldview: Buddhism - KS3 - Views on the existence of God – nature of God in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>There is no creator God</p> <p>Buddha</p> <p>All people are equal and have within them the Buddha- nature.</p> <p>Buddhas Bodhisattvas</p>	<p>Every human being has the potential to be enlightened, has Buddhahood within him/her. Source: Dhammapada 393-4</p> <p>Teaching:</p> <p>All human beings have the right to happiness and enlightenment and must take the responsibility for achieving this for themselves.</p> <p>The 4 Noble Truths The 3 Poisons</p> <p>The 5 Precepts</p>	<p>Meditation 3 Refuges</p> <p>8-Fold Path - awareness</p> <p>The wheel</p> <p>6 Perfections (generosity, ethics, patience, enthusiastic perseverance, concentration and wisdom)</p>	<p>Commitment to the Sangha</p> <p>Saying the Refuge prayer Bodhisattva vows</p> <p>Becoming a monk/nun</p> <p>A lay person can become a Bodhisattva</p> <p>Enter into dialogue with Buddhist visitors to understand what their beliefs mean to them and what difference these make to their lives.</p>

Worldview: Christianity - KS3 - Views on the existence of God – nature of God in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>There is one eternal, creator God who cares about every living thing.</p> <p>Creation Incarnation</p>	<p>Source:</p> <p>The Old and New Testaments. (Bible).</p> <p>Genesis 1.</p> <p>John 1.</p> <p>Acts 17:24-29.</p> <p>Acts 2</p> <p>Mark 12:28-34.</p> <p>Jesus' teachings.</p> <p>Jesus' crucifixion and resurrection.</p>	<p>Love your neighbour as you love yourself.</p> <p>Faith is put into action in numerous ways, e.g. charity work locally and abroad, attitude and relationships with other people.</p> <p>Worship and private prayer</p>	<p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Worship and prayer communally at the church</p> <p>Support for charities</p>

Worldview: Humanism - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Belief that there is no god.</p> <p>Belief that people have free will and must be responsible for their actions.</p>	<p>Humanists are atheists (or agnostics). They believe that gods do not exist (or that we cannot know whether gods exist or not.)</p> <p>Source: Teaching:</p> <p>Each person must take responsibility for leading a good life and helping and not harming others.</p> <p>As there is no god to judge humans, people must take responsibility for their actions and choices. Humanists rely on a shared morality, respecting rights and the rule of law to guide decisions and behaviour.</p>	<p>Humanists focus on human experiences as the focus of life - e.g. peace, joy, sadness, love, contentment.</p> <p>Humanists do not have holy scriptures. They look for answers to the big questions through reason and looking for evidence.</p> <p>Ceremonies for births, marriages, death that celebrate life.</p>	<p>Discuss evidence and reasons for beliefs.</p> <p>Question Humanist visitors to understand their beliefs and how these affect their lives and decisions.</p>

Worldview: Islam - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God, Judgement and Salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill and omnipresence etc of Allah</p>	<p>The Shahadah:</p> <p>There is no God but Allah and Muhammad (pbuh) is his messenger.</p> <p>Source: Qur'an</p> <p>Surah 2:28f, 2:115, 3:190, 55:3-13, 81:29,112.</p> <p>Teaching:</p> <p>Live life pleasing to Allah and he will reward you with Heaven.</p> <p>Surah 2:28.</p> <p>How can you deny God? Did he not give you life when you were dead and will he not cause you to die and then restore you to life?</p> <p>He created for you all that the earth contains... He has knowledge of all things. Surah 2:115</p> <p>To God belongs the East and West... He is omnipresent and all-knowing. Surah 112</p> <p>He is Allah, the one, he is eternal and absolute.</p>	<p>Nothing is like God and nothing can be compared to God - act accordingly</p> <p>The 5 Pillars - Shahadah (Submission to Allah) & Prayer</p> <p>Rites of Passage - Birth ceremonies Faith into action e.g. charity</p> <p>work</p> <p>99 attributes</p> <p>Worship</p> <p>Lifestyle choices</p>	<p>Ummah - worldwide community Respect for the name of Allah</p> <p>Hajj - tawaf - showing that life revolves around Allah</p> <p>Enter into dialogue with Muslim visitors to understand their beliefs and how these make a difference to their lives.</p>

Worldview: Judaism - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Creation</p> <p>Torah</p> <p>Israel</p>	<p>There is one creator God who chooses the special Covenant with the Jewish people.</p> <p>Source:</p> <p>The Torah. Deuteronomy 6:4.</p> <p>Hear O Israel, the Lord our God, the Lord is one. Exodus 20.</p> <p>I am the Lord your God who brought you out of Egypt... Worship no God but me.</p> <p>Genesis 1, Creation, Genesis 15:18</p> <p>Deuteronomy 8:5</p> <p>Remember that the Lord your God corrects and punishes you just as a father disciplines his children.</p> <p>Teaching:</p> <p>God is to be honoured and worshipped and his Laws obeyed.</p> <p>Jewish people are chosen to be in the special covenant with God so must respond accordingly.</p>	<p>The 10 Commandments Mezuzah</p> <p>Worship and prayer Festivals, ceremonies</p> <p>Rites of Passage</p> <p>Brit Milah</p> <p>Bar/Bat Mitzvah</p> <p>Fast Days</p> <p>Clothes</p> <p>Lifestyle choices like... Kashrut - Food</p> <p>Fasting</p>	<p>Rituals and ceremonies</p> <p>Israel</p> <p>Enter into dialogue with Jewish visitors to understand their beliefs and how these make a difference to their lives.</p>



Worldview: Sanatana Dharma - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Brahman</p> <p>Aspects of Brahman - Trimurti</p>	<p>Brahman is the ultimate reality that permeates everything and is everywhere.</p> <p>Source:</p> <p>Bhagavad Gita 18:61-62, 7:7-9.</p> <p>Chandogya 4,10,4.</p> <p>Teaching:</p> <p>BG 18:61-62 -The Lord lives in the heart of every creature. Take refuge utterly in him.</p> <p>Chandogya 4:10,4 - Brahman is the breath of life, Brahman is joy, Brahman is the heavens.</p> <p>The Trimurti represents aspects of Brahman: Brahma: Creator - Vishnu: Preserver Shiva: Destroyer</p> <p>BG 7:7-9 - Everything rests on me as pearls are strung on a thread. I am the original fragrance of the earth. I am the taste in the water. I am the heat in the fire and the sound in space. I am the light of the sun and the moon and the life of all that lives.</p>	<p>Puja in the home and mandir</p> <p>Meditation Yoga</p> <p>Ceremonies, e.g. puja, arti</p>	<p>Respect for Brahman in the mandir</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p>





Worldview: Sikhi - KS3 - Views on the existence of God – nature of god in different worldviews & relationship with the world

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Creation</p>	<p>Belief:</p> <p>There is one creator God who is in everything.</p> <p>Source:</p> <p>Guru Granth Sahib. 1, 376, 1239. GGS1.</p> <p>There is one God, Eternal Truth is his name, creator of all things and the all-pervading spirit... The universe comes into being by God's will.</p> <p>GGs 376.</p> <p>In all creation is the lord pervasive GGS 1239</p> <p>He who sends beings into the world, and it is he who calls them back.</p> <p>Teaching:</p> <p>God deserves to be honoured and worshipped and his creation and creations respected and looked after.</p>	<p>Worship</p> <p>Festivals and ceremonies at the Gurdwara Rites of Passage, e.g. Amrit, marriage</p> <p>Sewa Langar Clothes</p> <p>5 Ks Food Music</p>	<p>Treatment of the Guru Granth Sahib in the Gurdwara?</p> <p>Langar at the Harmandir Sahib</p> <p>Enter into dialogue with Sikh visitors to understand their beliefs and how these make a difference to their lives.</p>





The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Worldview: Buddhism – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Samsara Re-birth Moksha Nirvana</p> <p>Karma Dhamma</p>	<p>If some person or animal is presently annoying you, a way to stop ill will towards them is to reflect that in a past life they may have been a close relative or friend.</p> <p>Source:</p> <p>The Tibetan Book of the Dead. Buddha Nikaya. 11:186.</p> <p>The Buddha.</p> <p>It is unsure if tomorrow or the next life will come</p> <p>Teaching:</p> <p>The present moment is the most important focus. Enlightenment can be achieved now without waiting until another re-birth or life after this one. Doing good and gaining positive karma enable the release from re-births to gain nirvana.</p>	<p>Wheel: 3 turnings</p> <p>Lotus flower Meditation Buddha Mantra</p> <p>The 8-Fold Path</p> <p>The 6 Perfections</p>	<p>Funeral customs Lifestyle choices</p> <p>3 refuges</p> <p>Enter into dialogue with Buddhist visitors to understand their beliefs and how these affect their lifestyle choices now.</p>





Worldview: Christianity – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Incarnation Gospel</p> <p>Salvation</p>	<p>For many Christians, Jesus' resurrection proves there is life after death for everyone who puts their faith in Jesus for forgiveness. Commitment to following Jesus' teaching and example usually follows this redemption.</p> <p>Source:</p> <p>Matthew 25:31-46 Sheep and Goats Luke 23:42-3 Criminal on cross</p> <p>Luke 14:15-24</p> <p>A banquet in heaven</p> <p>1 Corinthians 15:42-44 When the body is buried it is mortal; when raised it is immortal.</p>	<p>The Eucharist/Mass/Holy Communion</p> <p>Funeral Service</p> <p>Live by the Two Great Commandments</p> <p>Easter story and Symbols: Cross, crucifix, Easter eggs</p>	<p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p> <p>Prayer Art</p> <p>Music</p> <p>Easter hymns</p>





Worldview: Humanism – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Afterlife</p>	<p>Humanists believe that the mind and consciousness end at death of the physical body.</p> <p>Rejection of an afterlife based on reason and lack of evidence.</p> <p>What is left behind are the memories that others have of them, the deeds (good and bad) that they have done, what they have built or destroyed etc.</p>	<p>Humanist funerals are a celebration of the deceased's life by those who knew them.</p> <p>No mention of a god, souls or journey to an afterlife.</p>	<p>Discuss evidence and reasons for beliefs.</p> <p>Question Humanist visitors to understand their beliefs and how these affect their lives and decisions.</p>



Worldview: Islam – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God, Judgement and Salvation</p> <p>Akhirah</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p>	<p>The nature of life after death depends on the quality of the life led on earth. Allah will be the judge.</p> <p>Source:</p> <p>The Qur'an Surah 56</p> <p>You shall enter gardens watered by running streams in which you shall abide forever... the righteous shall recline on jewelled couches face to face and there shall wait on them immortal youths.</p> <p>As for those on the left hand they shall dwell amidst scorching winds and seething water; in the shade of pitch-black smoke, neither cool nor refreshing. Such shall be their fare on the day of reckoning.</p> <p>Teaching:</p> <p>Living according to Allah's will brings reward in the life after death</p> <p>Grades of Heavens and punishment</p>	<p>Funeral customs</p> <p>Jihad theories</p> <p>Shahadah Prayer Zakat Sawm Hajj</p> <p>The 5 pillars - giving thanks to Allah for life and working towards the afterlife</p>	<p>Groups within Islam - different practices</p> <p>Enter into dialogue with Muslims to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Judaism – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Life After Death</p>	<p>There is life after death and the nature of it is determined by the quality of the life lived now.</p> <p>Death is a passage between this world and the next.</p> <p>Source:</p> <p>Talmud</p> <p>In the world to come there will be no eating, nor drinking, nor procreation, nor business, nor jealousy, nor hatred, nor competition. But the righteous will sit with crowns on their heads, feasting on the radiance of the divine presence.</p> <p>Job 1:20</p> <p>The Lord gave and the Lord taketh away.</p> <p>Teaching:</p> <p>Live life pleasing to God, honouring the Covenant</p> <p>Heaven</p>	<p>Jewish burial rites</p> <p>Sitting Shiva (mourning period) Yahrzeit (Memorial candle) Lifestyle choices reflecting beliefs</p>	<p>Groups within Judaism</p> <p>Enter into dialogue with Jews to understand their beliefs and how these affect their lifestyle choices now.</p>

Worldview: Sanatanadharma – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Samsara Moksha Karma Dharma</p> <p>Yogas</p>	<p>Source: Bhagavad Gita.2:11-13</p> <p>The wise do not grieve for the dead or the living. Never was there a time when I was not, nor you, nor these others, nor will there ever be a time when we shall cease to be. As the soul passes in this body through childhood, youth and old age, even so it is taking on another body.</p> <p>Brihadaranyaka Upanishad</p> <p>As a man acts, as he behaves, so does he become. Whosoever does good, becomes good, whosoever does evil, becomes evil.</p> <p>Teaching:</p> <p>Freedom from Samsara is possible by equalising your karma. This is your responsibility.</p>	<p>Temple - Mandir Arti</p> <p>Meditation Symbolism: murtis</p> <p>Lifestyle choices - follow Dharma leads to better life next time</p> <p>Yoga - individual</p>	<p>Funeral customs (Varanasi)</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p> <p>Yogas</p> <p>(Bhakti, Jnana, Karma, Raja) as different paths to achieve Moksha</p>

Worldview: Sikhi – KS3 - The afterlife – Beliefs about life after death, concept of Salvation in some worldviews.

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God</p> <p>Reincarnation</p>	<p>Everyone has an immortal soul which is reincarnated until it breaks free and returns to God.</p> <p>Source:</p> <p>Guru Granth Sahib (GGS) 793 - The dawn of a new day is the message of a sunset. Earth is not a permanent home. Life is like a shadow on a wall.</p> <p>GGS 176 For several births I was a worm. For several births an elephant, a fish, a deer... Seek now union with the Lord of the universe, for now is the time.</p> <p>GGS 868 Our soul is the image of the transcendent God...</p> <p>GGS 1239</p> <p>Teaching:</p> <p>Leading a good life and equalising your karma has the promise of being reunited with God.</p>	<p>Prayer</p> <p>Worship at the Gurdwara</p> <p>Khalsa Sewa Langar</p> <p>Cremation and funeral customs</p>	<p>Family and Community (impact)</p> <p>Enter into dialogue with Sikhs to understand their beliefs and how these affect their lifestyle choices now.</p>

The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Worldview: Buddhism - KS3 - The nature of humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Buddha- nature Karma Dhamma	<p>All people have the Buddha-nature within so should be treated with respect and non-judgementally.</p> <p>All beings have the right to live in peace and equality.</p> <p>Source: Dhammapada 393-4 - All people are equal and have within them the Buddha-nature.</p> <p>Dhammapada 6 - Many do not know we are here to live in harmony.</p> <p>Dalai Lama - The life of all beings, human, animal or otherwise, is precious, and all have the same right to happiness. Teaching: Respect all living things and cause no harm.</p>	<p>Lifestyle choices e.g. ethically produced products</p> <p>The 5 precepts - harm no living thing ahimsa</p>	<p>Buddhist aid organisations</p> <p>The Sangha 3 Refuges</p> <p>Enter into dialogue with Buddhists to understand their beliefs and how these affect their lifestyle choices now.</p>



Worldview: Christianity - KS3 - The nature of humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Incarnation</p> <p>Gospel</p>	<p>All people are invited to have a relationship with God.</p> <p>All people are valued equally and have a unique place in the world and a unique contribution to make.</p> <p>Free Will Source:</p> <p>Genesis 1:27; Mark 12:31</p> <p>Matthew 7:12</p> <p>Romans 12:18</p> <p>John 13:34; Matthew 7:1</p> <p>Luke 10:25-37; Matthew 5:43-48</p> <p>Galatians 3:28</p> <p>Teaching:</p> <p>Everyone should be treated as equally valuable to God.</p>	<p>Lifestyle choices</p> <p>e.g. ethical products Personal faith in action</p> <p>Conscience - leading to actions - impact on afterlife</p>	<p>Christian aid organisations</p> <p>Lives of inspiring Christians who have dedicated their lives to alleviating the suffering of others.</p> <p>e.g. Martin Luther King - Desmond Tutu - Elizabeth Fry</p> <p>Enter into dialogue with Christians about their beliefs, how they came to these, and what difference this makes to their lives.</p>



Worldview: Humanism - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Human rights. Justice.</p> <p>Human responsibility.</p> <p>Empathy and reason.</p>	<p>Belief</p> <p>Belief in rights and responsibilities.</p> <p>Finding the balance between freedom and fairness.</p> <p>Sources:</p> <p>Universal Declaration of Human Rights.</p> <p>Amsterdam (Humanist) Declaration 2022.</p> <p>No sacred text.</p> <p>Teaching:</p> <p>Thinking for oneself and taking a full part in democratic decisions.</p>	<p>Life decisions and relationships with other people.</p> <p>Personal conscience and moral choices.</p> <p>Furthering the thriving of all society.</p>	<p>Humanists lobby for and promote upholding of human rights, support changes in the law that promote human flourishing.</p> <p>Humanists support secularism - separation of religion from state affairs.</p> <p>Sources:</p> <p>Humanist International Freedom of Thought Report.</p> <p>https://fot.humanists.international/</p> <p>Humanist Global Charity.</p> <p>https://humanistglobal.charity/</p>

Worldview: Islam - KS3 - The nature of humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God, judgement and salvation</p> <p>Akhirah Divine destiny</p> <p>and freewill i.e. omnipresence of Allah</p>	<p>All are equal in the eyes of Allah.</p> <p>Source:</p> <p>The Qur'an - Surah 49:13</p> <p>You people, we have created you from a male and a female and made you into tribes and nations, that you might get to know each other.</p> <p>Teaching:</p> <p>Human rights should be upheld for all.</p> <p>He is not a true believer who eats his fill while his neighbour is hungry - Hadith</p>	<p>Follow the Qur'an - submission to the will of Allah Ummah (global community of Muslims)</p> <p>Ibadah - worship acts</p> <p>Sawm - fasting develops empathy - leads to care for the poor and seeking equality</p> <p>Lifestyle choices - righteous path</p> <p>Jihad theories</p>	<p>Islamic aid organisations - support charities looking for social justice - e.g. Islamic Aid</p> <p>Khalifa - stewardship</p> <p>Enter into dialogue with Muslims to understand their beliefs and how these affect their lifestyle choices now.</p>



Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Equality</p> <p>Haskalah (Enlightenment)</p>	<p>Belief:</p> <p>All people are created by God.</p> <p>Source:</p> <p>Psalm 36:6</p> <p>O Lord, you preserve both man and beast. Genesis 12:2-3</p> <p>I will make you into a great nation and I will bless you... I will bless those who bless you and whoever curses you I will curse.</p> <p>Teaching:</p> <p>All people should be treated with respect.</p>	<p>Lifestyle choices e.g. level of integration and action taken on a personal level</p>	<p>Jewish aid organisations</p> <p>Groups within Judaism - responding to local and global issues</p> <p>Haskalah - Implementing social reform</p> <p>Enter into dialogue with Jews to understand their beliefs and how these affect their lifestyle choices now.</p>



Worldview: Sanatanadharma - KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Karma</p> <p>Dharma</p> <p>Stages of Life (varnashrama-dharma)</p>	<p>Belief:</p> <p>Everyone is equal.</p> <p>Source:</p> <p>Bhagavad Gita 9:29</p> <p>I look upon all creatures equally. Yajur Veda 13:47 No person should kill animals helpful to all. Rather by serving them, one should attain happiness.</p> <p>Teaching:</p> <p>Treat everyone with respect</p>	<p>Lifestyle choices - ahimsa</p> <p>Duty to achieve equality and challenge injustice</p> <p>Duties during the different stages of life - responsibilities</p>	<p>Hindu aid organisations - support charities looking for equality</p> <p>Lives of inspiring Santhanis who have dedicated their lives to alleviating the suffering of others e.g. Gandhi</p> <p>Enter into dialogue with Santhani visitors to understand their beliefs and how these make a difference to their lives.</p>

Worldview: Sikhi- KS3 - The nature of Humanity – Ethics, Social justice, conflict, wealth & poverty

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Equality</p> <p>Respect for life</p> <p>Gurus who fought for justice</p>	<p>Belief:</p> <p>All people are equal.</p> <p>Source:</p> <p>Guru Gobind Singh</p> <p>We need to recognise the oneness of all humanity... though they use different dress according to the influence of regional customs; all men have the same eyes, ears, body and figure.</p> <p>Teaching:</p> <p>Treat all people with respect.</p>	<p>Lifestyle choices Sewa</p> <p>Khalsa - reasons for joining Symbols - Khanda - meaning Langar - equality</p> <p>Commemorating the fallen in the Gurdwara (martyrs)</p>	<p>Family and Community</p> <p>Sikh aid organisations</p> <p>Sikhs fought in wars that did not directly concern them</p> <p>- standing up for others and fighting injustice</p> <p>Enter into dialogue with Sikhs to understand their beliefs and how these affect their lifestyle choices now.</p>

Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Worldview: Buddhism - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
	<p>Life of the Buddha</p> <p>Three marks of existence – suffering exists</p> <p>Four Noble Truths – greed and suffering can be stopped</p> <p>Noble eightfold path – focus on Right Action, Right Living, Right Mindfulness/Awareness</p> <p>Three Jewels – sangha – community Five Precepts – harm no living thing Karma</p> <p>Bodhisattvas – an example of enlightened beings who stay on earth to teach and inspire others</p>	<p>Rejecting material wealth over more important values</p> <p>Awareness of the consequences of actions both personally and environmentally</p> <p>Greed is at the heart of much environmental damage</p> <p>– choosing a job which protects and respects the living world as well as daily life choices concerning sustainability, fair trade and good treatment of animals</p> <p>Community – monastic orders favour self-sufficiency Buddhists in society aim to be an example by their lifestyle – personal enlightenment comes through respecting and protecting life and minimising suffering</p> <p>Harm no living thing – choice to be vegetarian/vegan – career choice – working practices</p> <p>Karma – every action has a consequence – we should act in a way which respects and benefits the natural world.</p>	<p>Not being materialistic – sharing wealth fairly</p> <p>Personal morality – campaign for the environment – charity support – local and international action</p> <p>Sustainable development</p> <p>Recycling and reusing waste products Self-sufficiency</p> <p>Supporting ethical trading</p>

Worldview: Christianity - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation Stewardship</p> <p>New Covenant (Relationship with God)</p>	<p>God created everything and people are the caretakers/stewards of it.</p> <p>Source:</p> <p>Genesis 1, Genesis 2 -God created everything and was pleased with what he saw.</p> <p>Genesis 2:15 - Then God placed the man in the Garden of Eden to cultivate it and guard it.</p> <p>Luke 12:6</p> <p>Deuteronomy 20:19 - When you are trying to capture a city, do not cut down its fruit trees even though the siege lasts a long time. Eat the fruit but do not destroy the trees; the trees are not your enemies.</p> <p>Luke 12:6 - Aren't 5 sparrows sold for 2 pennies? Yet not one sparrow is forgotten by God.</p> <p>Assisi Declarations</p> <p>Teaching:</p> <p>People are to treat the environment with care and respect and be the stewards of it for God.</p>	<p>Lifestyle choices.</p> <p>e.g. treatment of animals</p>	<p>Assisi declarations (aspects)</p> <p>Potentially support environmental and animal charities</p> <p>Enter into dialogue with Christians to understand how their beliefs affect their lifestyle choices.</p>

Worldview: Humanism - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Stewardship (for future generations)</p>	<p>Belief:</p> <p>Human beings are temporary stewards of the planet and should treat the earth with respect.</p> <p>Source:</p> <p>Amsterdam Declaration 2022</p> <p>Reykjavik Declaration on the Climate Change Crisis Human reason. No sacred text.</p> <p>Teaching:</p> <p>Personal responsibility to take care of the planet.</p>	<p>Lifestyle choices based on looking after the world for future generations</p>	<p>Humanists were involved in setting up organisations like Humanist Climate Action</p> <p>Enter into dialogue with Humanists to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Islam- KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, ‘creation’ stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Stewardship (Khalifa)</p> <p>Divine destiny and freewill i.e. omnipresence of Allah</p>	<p>Belief:</p> <p>Allah created the world, and it belongs to him, but he has given humans the responsibility of looking after it (Khalifa).</p> <p>Source:</p> <p>The Qur’an Surah 43:10-12</p> <p>It is he who has made the earth a resting place for you and traced out routes upon it that you may find your way. Surah 49:13</p> <p>You people we have created you from male and female...</p> <p>Surah 25:48</p> <p>It is he who sends down water from the sky so that he may give life to dead lands and quench the thirst of man and beast.</p> <p>Teaching: Taking care of the environment is part of showing respect for Allah.</p>	<p>Worship acts</p> <p>Showing respect for Allah’s creation</p> <p>Lifestyle choices - e.g. environmental activities</p>	<p>Islamic aid organizations - support charities looking for environmental welfare</p> <p>Khalifa - stewardship - caretaker of earth</p> <p>Issues concerning the Hajj - coping with large numbers and being sensitive to the area</p> <p>Enter into dialogue with Muslims to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Judaism - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>God Creation Stewardship</p> <p>Haskalah (Enlightenment)</p>	<p>Belief:</p> <p>The world belongs to God who created it and has given human beings the responsibility of looking after it.</p> <p>Source:</p> <p>Genesis 1,2 Deuteronomy 20:19/22 Exodus 22:20-30/ 23:10-11</p> <p>For 6 years sow your field and gather in what it produces... but in the 7th year let it rest and do not harvest anything that grows on it.</p> <p>Psalms 24:11</p> <p>The world and all that is in it belongs to the Lord Psalm 24 (first day of the week)</p> <p>Leviticus 11,25:23</p> <p>Teaching: Respect God by looking after the environment</p>	<p>Showing respect to God's creation - lifestyle choices Mitzvah Day - local community involvement</p> <p>Tu B'Shvat (New Year for trees)</p>	<p>Global involvement of Mitzvah Day</p> <p>Enter into dialogue with Jews to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>

Worldview: Sikhi - KS3 - Origins of the universe and responsibility for the environment – the relationship between religion & science, the environment, 'creation' stories

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Creation</p> <p>Respect for life</p>	<p>Belief:</p> <p>God created the world and that although humans are in charge; they are caretakers and must respect all living things.</p> <p>Source:</p> <p>Guru Granth Sahib 1</p> <p>The universe comes into being by God's will. GGS 376</p> <p>All food is pure for God has provided it for our sustenance. Evening Prayer:</p> <p>You, Lord, are the river wherein all things dwell; apart from you, nothing can be.</p> <p>Teaching:</p> <p>Respect all living things and so respect God.</p>	<p>Lifestyle choices e.g. recycling and vegetarianism</p> <p>Sewa - 3 types</p> <p>Tan: physical service, eg, working in the langar</p> <p>Man: mental service, eg, studying the Guru Granth Sahib</p> <p>Dhan: material service to other people, eg, giving time to help people who are in need or local projects</p>	<p>Family and Community</p> <p>Caretaker efforts in different parts of the world</p> <p>Enter into dialogue with Sikhs to understand their beliefs regarding environmental issues and how these affect their lifestyle choices now.</p>



The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Worldview: Buddhism - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>4 Noble Truths</p> <p>8-Fold path</p> <p>Arahant/ ArhatBoddhisattvas and Buddhas</p> <p>The Three Marks of Existence</p>	<p>Karma, Samsara</p> <p>Middle Way</p> <p>Life of the Buddha</p> <p>Sources of wisdom and authority</p> <p>concepts of anicca, anatta, Dukkha</p>	<p>Temples</p> <p>Gompas and viharas</p> <p>Shrines</p> <p>Sites of pilgrimage</p> <p>Artefacts and offerings</p>	<p>skilful and unskilful action</p> <p>Worship, meditation</p> <p>Festivals</p> <p>The Sangha</p>



Worldview: Christianity - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
<p>Nature of God</p> <p>Incarnation, Crucifixion, Resurrection and Ascension</p> <p>Salvation & Sin</p> <p>Worship</p>	<p>Trinity, Omniscience/potence/ benevolence/</p> <p>The Nicene Creed</p> <p>The Apostles' Creed</p> <p>Luke 1:26–35</p> <p>Mark 15:21–41</p> <p>Matthew 28:1–10</p> <p>Acts 1:9–11</p> <p>Liturgical, informal, charismatic, personal</p>	<p>Prayer</p> <p>Sacraments</p> <p>Sacred spaces</p> <p>Different interpretations and emphases given to sources of wisdom and authority</p>	<p>Work in the community</p> <p>Christmas</p> <p>Easter</p> <p>Mission & Evangelism</p> <p>Pilgrimage</p>

Worldview: Islam - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Nature of Allah	Tawhid, Merciful, Omnipotent, Benevolent, Fair and Just, Transcendent, Immanent	Prayer & worship Sacred spaces	Jihad
Prophethood	Examples of Prophets and beliefs about Prophethood	Festivals & special days	Sawm, Hajj,
Holy Texts	Different interpretations given to sources of wisdom		
5 Pillars	Shahadah	Prayer	

Worldview: Judaism - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Nature of God	God as One, Creator, Lawgiver, Judge and Eternal	Not representing God	Rosh-Hashanah - Judgement
Covenant	10 commandments Role of Moses	Ethical living Torah	Shabbat Passover
Messiah	Characteristics & importance – Elijah & Isaiah Meaning and significance	Different emphases placed on the concept of the Mitzvot	Dietary laws
Mitzvot		Sacred spaces - the Ark, the Bimah, the Ner Tamid and the Mikveh	Festivals
Worship & Prayer			

Worldview: Sanatanadharma - KS3 - The relationship between belief and practice – Celebrations, Worship, inter-faith dialogue

Concept/s Beliefs/ Theology	Belief Thread	Expression Thread	Action Thread
Atman & the nature of reality	Belief in Atman as the eternal self The belief that Matter is Maya (an illusion) and that the spiritual is reality.	Worship of different representations	Ahimsa
Brahman & the nature of God	Tri-murti, representations of the Divine, Avatara		
Dharma	Sanatanadharma – eternal duties Varnashramadharma – duties specific to individuals	Religious practices	Cow protection
Yogas	4 Pathways to Moksha		
Festivals & Special days	Significance & interpretations of religious stories		

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Related Documentation

National Content Standard for RE 2023 -

<https://religiouseducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/>

Ofsted Review of RE 2024 -

<https://www.gov.uk/government/news/new-ofsted-report-finds-schools-need-to-add-depth-to-their-re-curriculum>

RE Council Religion and Worldviews Handbook and Resources -

<https://religiouseducationcouncil.org.uk/rwapproach/>

Theos Thinktank – Worldviews in Education 2021 -

<https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film>

Ofsted Framework 2024 -

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>

(See sections 224 & 226 about RE and 331 onwards about SMSC);

Department for Education non-statutory Curriculum Guidance for EYFS – Development Matters (updated 2023)

<https://www.gov.uk/government/publications/development-matters--2>

Statutory Inspection of Anglican and Methodist Schools (SIAMS) documentation

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections#siams-2023-documents--resources>

Church of England RE Statement of Entitlement in Church Schools -

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/religious-education>

Church of England Education Office Spiritual Development in the Classroom 2019 -

<https://www.churchofengland.org/sites/default/files/2019-11/2019-spiritual-development-interpretations-of-spiritual-developments-in-the-classroom.pdf>



The agreed syllabus for
Religious Education for Dorset Council

2025-2030

