

Programmes of study

EYFS

During the EYFS children should be provided with opportunities to explore and learn from the units: Myself and Others; Festivals and Celebrations. Relevant elements of the prime and specific Early Learning Goals have been listed below together with suggestions to help practitioners integrate religious education into their whole provision of opportunities for learning. In line with the Early Years Profile Religious Education should provide opportunities for pupils, through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Recognition and exploration of the beliefs and home traditions, which all children bring with them, and of the religious traditions which are also part of the lives of many children will contribute to the early stages of children's learning and development.

Prime Areas		Specific areas	
Communication and language	Personal, social and emotional development	Understanding the world	Expressive arts and design
<p>Children should be provided with opportunities to explore and learn to:</p> <ul style="list-style-type: none"> • listen to stories, songs and poems relating to different traditions and respond with comments, questions or actions; • use talk to organise, sequence and clarify thinking, express ideas and feelings; • answer 'who', 'how' and 'why' questions in response to stories, experiences or events; • talk about how they and others express and show feelings; • develop narratives in relation to stories relating to a range of traditions. 	<p>Children should be provided with opportunities to explore and learn to:</p> <ul style="list-style-type: none"> • understand that they can expect others to treat their needs, views, cultures and beliefs with respect • work as part of a group, behaving fairly, understanding the need for agreed values and codes of behaviour • talk about their own and others' behaviour and its consequences • appreciate and articulate issues of right and wrong • develop an awareness of their own needs, views and feelings and are sensitive to those of others • have a developing respect for their own cultures and beliefs, and those of others, showing sensitivity to the needs and feelings of others. 	<p>Children should be provided with opportunities to explore and learn to:</p> <ul style="list-style-type: none"> • talk about past and present events in their own lives and in the lives of family members • talk about themselves and the similarities and differences with others • begin to know about their own cultures and beliefs and those of other people • explore, observe and find out about places and objects that matter in different cultures and beliefs. • Understand that other children don't always enjoy the same things, and are sensitive to this. 	<p>Children should be provided with opportunities to explore and learn to:</p> <ul style="list-style-type: none"> • represent their own ideas, thoughts and feelings through play, art, music, dance and stories • respond in a variety of ways to what they see, hear, smell, touch and taste.

Key Stage 1

Programme of Study:

During key stage 1 pupils learn about features and beliefs of theistic and nontheistic religions and other spiritual and ethical traditions, recognising that, while there are differences, they also share a common ground. Pupils begin to question and respond to significant aspects of human experience.

They learn about and respond to the significance of spiritual and religious stories, artefacts and symbols. They learn to express feelings, values and beliefs and to respond sensitively to the needs and feelings of others.

Understanding questions of purpose and meaning	Knowledge and understanding of beliefs, practices and their effect on the life of the believer	Interpretation	Enquiry and investigation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• identify things which are important to people and what influences human actions including their own.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• about aspects of spiritual, ethical and religious traditions and to identify some features of religious practices contributing and responding in the light of their own views and experiences• to recognise some ways of belonging to a religion or community of beliefs and to recognise choices they can make, reflecting on their own personal experiences• to recognise similarities and differences between aspects of religions and belief systems, contributing and responding in the light of their own experience• to be aware of human interdependence.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• about the significance of stories, symbols and artefacts which express beliefs and values and respond to these in the light of their experience.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to ask and explore questions, including those of purpose, which stimulate their imagination and broaden their vision and awareness.
Empathy	Expression and communication	Evaluation	
<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to consider the needs, views, cultures and beliefs of others, showing respect and sensitivity.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to be aware of the variety of forms which can express ideas and feelings• to communicate their own knowledge, ideas, feelings and personal responses using a range of techniques and a variety of media• to take part in group and class exploratory discussions	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• to express personal values and commitments	

Key Stage 2

Programme of Study:

During key stage 2 pupils extend their learning about theistic and non-theistic religions and other spiritual and ethical traditions so that they understand key features and beliefs. Pupils explore significant aspects of human experience and concepts which are the focus of religious teachings and practice.

They learn about and respond to interpretations of spiritual and religious texts, practices and symbols. They learn to express beliefs and views with reasoned comments taking into account the views of others.

Understanding questions of purpose and meaning	Knowledge and understanding of beliefs, practices and their effect on the life of the believer		Interpretation	Enquiry and investigation
Pupils should be taught: <ul style="list-style-type: none"> to recognise different types of purpose which motivate humans and inform human actions including their own 	Pupils should be taught: <ul style="list-style-type: none"> to understand key beliefs, teachings and practices of spiritual, ethical and religious traditions and to contribute and respond to these in the light of their own views and experiences to be aware of the spectrum of ways of belonging to a religion or community of beliefs, and describe ways in which individuals make choices in belief and behaviour including and reflecting on their own personal experiences to make connections between aspects of religions and belief systems considering both similarities and differences, contributing and responding in the light of their own experience about historical links between religious traditions and about cultural differences within traditions at local, national and global levels, and to contribute and respond to this in the light of their own views and experiences to recognise human interdependence 		Pupils should be taught: <ul style="list-style-type: none"> to explore meanings of stories, symbols and artefacts and to relate these to their own experiences, contributing their own interpretations. 	Pupils should be taught: <ul style="list-style-type: none"> to ask and explore questions, including those of purpose, which stimulate their imagination and broaden their vision and awareness to find out about aspects of ethical and religious traditions using a range of sources of information including oral accounts, artefacts, pictures, photographs, music, places of worship and ICT-based sources
Empathy	Expression and communication	Evaluation		
Pupils should be taught: <ul style="list-style-type: none"> to consider issues from other points of view and take different views, beliefs and values into account to consider the integrity, feelings, ideas, beliefs and experiences of others showing respect and sensitivity 	Pupils should be taught: to explain <ul style="list-style-type: none"> how beliefs, ideas and feelings are conveyed through spiritual and religious texts, ritual, symbolism and the arts to communicate their knowledge, understanding and personal responses using a range of techniques and a variety of media to contribute to exploratory group and class discussions to construct simple reasoned arguments 	Pupils should be taught: <ul style="list-style-type: none"> to consider what they can learn from the wisdom of spiritual and religious traditions to respond to the views of others while justifying their own with reasoned comments to develop and express personal values and commitments		

Key Stages 3 and 4 Programme of Study:

During key stages 3 and 4 pupils learn about theistic and non-theistic religions and other spiritual and ethical traditions in the broader context of history, culture and interfaith dialogue. Pupils engage with key issues and concepts which are significant aspects of human experience and the focus of religious teachings and practice.

They learn about and respond to the way spiritual and religious texts, practices and symbols can be interpreted differently. They learn to express beliefs and views with well-argued reasons, citing evidence, and to consider issues from the points of view of others.

Understanding questions of purpose and meaning	Knowledge and understanding of beliefs, practices and their effect on the life of the believer	Interpretation	Enquiry and investigation
<ul style="list-style-type: none"> to understand different types of purpose which motivate people, inform human actions and give meaning to human life including their own. 	<ul style="list-style-type: none"> to discuss and reflect on issues of central concern, principal beliefs, values, practices and actions of spiritual and religious communities at local, national and global levels, and to contribute and respond to these in the light of their own views and experiences to explore and discuss the spectrum of ways of belonging to a religion or community of beliefs, the range of views held and discuss ways in which individuals make choices in belief and behaviour including and reflecting on their own personal experiences to compare aspects of religions and belief systems considering both similarities and differences, and to consider unity, diversity and pluralism, contributing and responding in the light of their own experience about the impact of historical and cultural contexts on beliefs, practices and religious institutions at local, national and global levels, and to contribute and respond to this in the light of their own views and experiences to describe and evaluate historical links and dialogue between religious communities and between religious and secular communities in relation to evidence and their own experiences to recognise human interdependence and explore the idea of global citizenship. 	<ul style="list-style-type: none"> why some spiritual and religious texts, practices and symbols are interpreted and presented in different ways and to analyse and discuss alternative interpretations to extract meaning beyond the literal, looking for the wisdom contained in spiritual and religious stories, sayings, symbols and customs, and to respond to these suggesting their own interpretations to be aware of the way religion is portrayed in the media. 	<ul style="list-style-type: none"> to ask questions, including those of purpose, which stimulate their imagination and broaden their vision and awareness to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, places of worship and ICT-based sources as a basis for independent enquiries.
Empathy	Expression and communication	Evaluation	
<ul style="list-style-type: none"> to consider issues from other points of view and take different views, beliefs and values into account to consider the integrity, feelings, ideas, beliefs and experiences of others showing respect and sensitivity. 	<ul style="list-style-type: none"> how meaning is conveyed through spiritual and religious texts, ritual, symbolism and the arts to begin to recognise limitations of verbal language to express profound feelings, ideas and religious beliefs and experiences to recognise when a speaker is being ambiguous, uses and abuses evidence and makes unsubstantiated statements to communicate their knowledge, understanding and personal responses using a range of techniques and a variety of media to contribute to exploratory group and class discussions to construct a reasoned argument citing evidence. 	<ul style="list-style-type: none"> to consider what they can learn from the wisdom of spiritual and religious traditions to respond to the views of others with well-argued reasons and cited evidence for taking one view rather than another to develop and express personal values and commitments. 	