



# Religious Education in L4L

# Religious Education

In Religious Education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

The review identifies three areas of subject-specific knowledge in RE:

- Substantive knowledge about various religious and non-religious traditions;
- Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions;
- Personal knowledge that enables pupils to better understand and interrogate their own position, presuppositions and values.

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At WBCA, we use the Sandwell SACRE as a basis for what pupils are taught.

The principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. RE Teaching and Learning should enable pupils to:

- A. Make sense of a range of religious and non-religious beliefs.
- B. Understand the impact and significance of religious and non-religious beliefs.
- C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

***Sandwell SACRE 2018 - 2023***

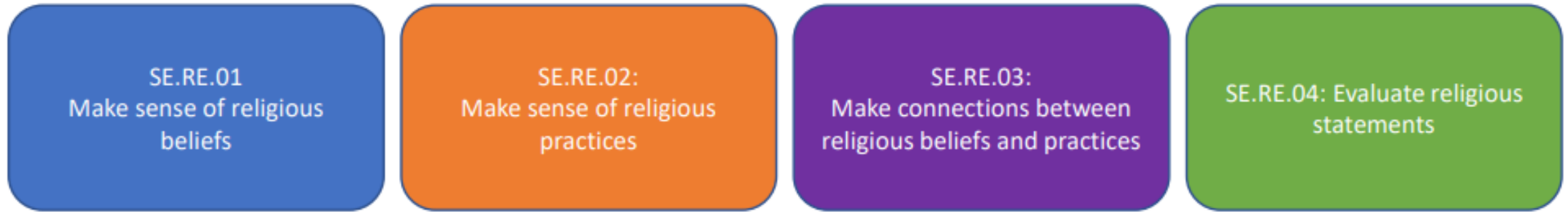
Link to Sandwell SACRE: [Sandwell Agreed Syllabus for Religious Education | Sandwell Council](#)



# RE Competencies

Within RE there are four main competencies about which students learn and are assessed.

These are the following:



Links to Ofsted Research Review areas of subject specific knowledge:

SE.RE.01 Make sense of religious beliefs	SE.RE.02: Make sense of religious practices	SE.RE.03: Make connections between religious beliefs and practices	SE.RE.04: Evaluate religious statements
Substantive knowledge about various religious and non-religious traditions	Substantive knowledge about various religious and non-religious traditions	Substantive knowledge about various religious and non-religious traditions	Substantive knowledge about various religious and non-religious traditions
Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions	Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions	Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions	Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions
		Personal knowledge that enables pupils to better understand and interrogate their own position, presuppositions and values	Personal knowledge that enables pupils to better understand and interrogate their own position, presuppositions and values



# Competencies

linked to the Religious Education Review by The Religious Education Council of England and Wales (2013)

<p>A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support, and others question these influences</p>	<p>SE.RE.01 Make sense of religious beliefs</p>	<p>SE.RE.02: Make sense of religious practices</p>
<p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</p>	<p>SE.RE.04: Evaluate religious statements</p>	
<p>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them</p>	<p>SE.RE.03: Make connections between religious beliefs and practices</p>	



# Competencies

linked to the Religious Education Review by The Religious Education Council of England and Wales (2013)

B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology	SE.RE.01 Make sense of religious beliefs
B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.	SE.RE.02: Make sense of religious practices
B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied	SE.RE.03: Make connections between religious beliefs and practices



# Competencies

linked to the Religious Education Review by The Religious Education Council of England and Wales (2013)

C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing a wide range of insights that draw on a wide range of examples including the arts media and philosophy	SE.RE.01 Make sense of religious beliefs	SE.RE.04: Evaluate religious statements	
C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and world views	SE.RE.01 Make sense of religious beliefs	SE.RE.02: Make sense of religious practices	SE.RE.04: Evaluate religious statements
C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media	SE.RE.03: Make connections between religious beliefs and practices	SE.RE.04: Evaluate religious statements	



# Where does RE appear in L4L themes?

SE.RE.01  
Make sense of religious beliefs

SE.RE.02:  
Make sense of religious practices

SE.RE.03:  
Make connections between religious beliefs and practices

SE.RE.04: Evaluate religious statements

Citizen Me - Yr7/Aut



JTTCOTE - Yr7/Aut



In Days of Old - Yr7/Aut



Journeys - Yr7/Spr



iRobot - Yr7/Spr



Off With Your Head - Yr7/Sum



India - Yr8/Aut



Da Vinci - Yr8/Spr



Freedom - Yr8/Spr



Over The Top - Yr8/Sum



Whose Earth is it Anyway - Yr9/Aut



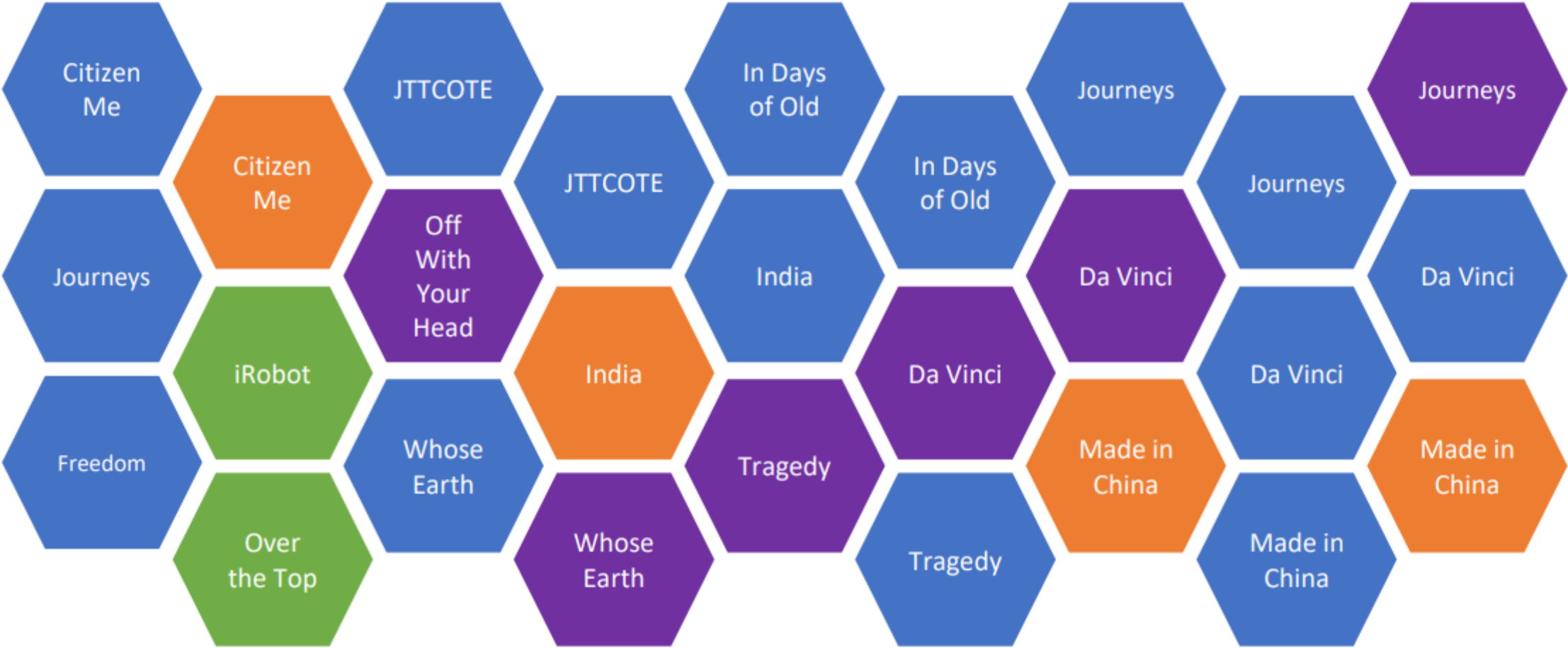
Tragedy - Yr9/Aut



Made in China - Yr9/Spr



This heat map demonstrates the distribution of RE competencies across L4L in Key Stage 3.





# RE Competencies

## SE.RE.01: Religious Beliefs

Description: Make sense of religious beliefs

Entry Stage			
Emerging	Developing	Proficient	Advanced
Identify core religious beliefs and refer to religious text.	Identify and explain core religious beliefs. Refer to examples of sources of authority and texts.	Identify and explain some core religious beliefs and describe how the religious text/sources of authority help people to make sense of beliefs.	Explain core religious beliefs with reference to religious text, examples, stories and teachings. Give reasons why it is important for the believer/community.
Stage 1			
Emerging	Developing	Proficient	Advanced
Explain the importance of core religious beliefs with reference to religious text and provide an alternative religious view (interpretations)	Summarise the importance of core religious beliefs with reference to religious text. Discuss the different interpretations and provide alternative religious and non-religious views.	Summarise the importance of core religious beliefs with reference to religious text, different interpretations and provide a range of viewpoints	Analyse the importance of core religious beliefs with reference to religious text, different interpretations and evaluate viewpoints.
Stage 2			
Emerging	Developing	Proficient	Advanced
Analyse the importance of core religious beliefs with reference to religious text, different interpretations and critically evaluate the viewpoints	Give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied.	Take account of contexts and explain how and why people use and make sense of texts/sources of authority differently.	Explain how appropriate different interpretations of texts and sources of authority are. Include your own ideas and opinions.



# RE Competencies

## SE.RE.02: Religious Practices

Description: Make sense of religious practices

Entry Stage			
Emerging	Developing	Proficient	Advanced
Identify religious practices and refer to religious text.	Identify some religious practices and give a description of what they mean. Refer to teachings from the religious text.	Explain key religious practices using religious text and sources of authority. Describe how the religious text/sources of authority help people to make sense of beliefs.	Explain key religious practices with reference to diverse examples in the modern world . Give reasons why they are important.

Stage 1			
Emerging	Developing	Proficient	Advanced
Discuss religious practices with references to examples in the modern world. Discuss and explain different interpretations.	Summarise the importance of religious practices with reference to examples in the modern world and provide a different viewpoint	Summarise the importance of religious practices with reference to examples in the modern world and provide a range of viewpoints	Analyse the importance of core religious practices with reference to religious text, different interpretations and evaluate viewpoints.

Stage 2			
Emerging	Developing	Proficient	Advanced
Analyse the importance of religious practices with reference to examples in the modern world and critically evaluate the viewpoints.	Give reasons and examples to account for how people put their beliefs into practice.	Give reasons and examples to account for how people put their beliefs into practice in different ways. Individually and in various communities (denominations, cultures and communities)	Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today.



# RE Competencies

## SE.RE.03: Making Connections

Description: Make connections between religious beliefs and practices

Entry Stage			
Emerging	Developing	Proficient	Advanced
Identify some religious beliefs and some religious practices with a simple description	Describe some religious beliefs and some religious practices with a detailed description.	Explain core religious practices and link them to religious beliefs, using religious text and vocabulary.	Explain in detail religious practices and beliefs with references to religious text. Provide references to diverse examples in the community.
Stage 1			
Emerging	Developing	Proficient	Advanced
Explain religious beliefs and practices. Making clear links to religious text. Make references to examples in the modern world. Discuss different interpretations of the beliefs and practices.	Summarise how religious beliefs and practices influence/impact believers in the UK.	Summarise how religious beliefs and practices influence/impact believers in the UK with examples. Discuss if there are different interpretations.	Analyse how religious beliefs and practices influence/impact believers worldwide. Give detailed examples of what believers hope to achieve.
Stage 2			
Emerging	Developing	Proficient	Advanced
Analyse how religious beliefs and practices influence/impact believers worldwide with examples. Discuss examples where there are different interpretations and practices.	Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today.	Evaluate how far the beliefs and practices studied help themselves and others to understand the world.	Respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives. Offer reasons and justification for their responses.



Entry Stage			
Emerging	Developing	Proficient	Advanced
Give a supporting view of a statement or Give a counter-argument of a statement	Give supporting views of a statement or Give counter-arguments of a statement	Give supporting views of a statement with a reason or Give counter-arguments of a statement with a reason	Give supporting views of a statement with reasons or Give counter-arguments of a statement with reasons

Stage 1			
Emerging	Developing	Proficient	Advanced
Give supporting views of a statement with reasons or Give counter-arguments of a statement with reasons	Explain a supporting view of a statement or Explain a counter-argument of a statement	Explain supporting views of a statement with evidence, or Explain counter-arguments of a statement with evidence	Explain supporting views of a statement with a reasons/link to a religious text or sources of authority or Explain counter-arguments of a statement with a reason/link to a religious text or sources of authority.

Stage 2			
Emerging	Developing	Proficient	Advanced
Explain supporting views of a statement with reasons and links to religious text and Explain counter-arguments of a statement with reasons and links to religious text and/or Include a simple conclusion	Explain supporting views of a statement with reasons and links to religious text and Explain counter-arguments of a statement with reasons and links to religious text and Include a simple conclusion	Explain supporting views of a statement with reasons and links to religious text and Explain counter-arguments of a statement with reasons and links to religious text and Include a justified conclusion and Critically evaluate one side of the statement	Explain supporting views of a statement with reasons and links to religious text and Explain counter-arguments of a statement with reasons and links to religious text and Include a justified conclusion and Critically evaluate both sides of the statement



# Competencies within individual lessons

<b>SE.RE.01</b> Make sense of religious beliefs	<b>Citizen Me</b>	We are British – Festivals in the community
	<b>Journey to the centre of the Earth</b>	Religious Creation Stories Death – is it the end (Christians, Buddhists, Sikhs)
	<b>In Days of Old</b>	The importance of Jesus The importance of Prophet Muhammed (PBUH)
	<b>iRobot</b>	What is a soul?
	<b>Water</b>	Tsunamis – why is there suffering?
	<b>Coming and Going</b>	Religion and Refugees
	<b>India</b>	India and Religion
	<b>Da Vinci</b>	Decoding the Last Supper The Burden of Proof
	<b>Freedom</b>	Religious Freedom – The Quakers
	<b>Tragedy</b>	How do religions explain evil?
	<b>Made in China</b>	Buddhism
	<b>Britain – A Living History</b>	Changing attitudes and rights – Women and LGBTQ+

<b>SE.RE.02:</b> Make sense of religious practices	<b>Citizen Me</b>	We are British – Festivals in the community
	<b>Journeys</b>	Christian Pilgrimage – Lourdes Islamic Pilgrimage – Hajj An Introduction to Sikhism
	<b>Water</b>	Holy Water in religion - Baptism
	<b>Follow the Leader</b>	Christian values – Marcus Rashford and Mother Teresa
	<b>Made in China</b>	Buddhism The Four Noble Truths

# Competencies within individual lessons

<b>SE.RE.03: Make connections between religious beliefs and practices</b>	<b>Journeys</b>	Christian Pilgrimage – Lourdes Islamic Pilgrimage – Hajj An Introduction to Sikhism The Holy Land – Three different religions meet
	<b>iRobot</b>	What is a soul?
	<b>Water</b>	Holy Water in religion - Baptism
	<b>Off With Your Head</b>	The Religious Rollercoaster – The Reformation: Catholic and Protestant Christians
	<b>India</b>	India and Religion
	<b>Da Vinci</b>	Religious Paintings of Da Vinci Crucifixion Big Write - The Resurrection
	<b>Follow the Leader</b>	Christian values – Marcus Rashford and Mother Teresa
	<b>Whose Earth is it anyway?</b>	What actions should we take? - Stewardship
	<b>Tragedy</b>	Jewish beliefs and the Diaspora Antisemitism through time
	<b>America – Land of the Free</b>	Ethical divisions in the USA and the World

<b>SE.RE.04: Evaluate religious statements</b>	<b>Journey to the Centre of the Earth</b>	Death – is it the end (Christians, Buddhists, Sikhs)
	<b>Journeys</b>	The Holy Land – Three different religions meet
	<b>iRobot</b>	What is a soul?
	<b>Coming and Going</b>	Religion and Refugees
	<b>Over the Top*</b>	Animals in World War One
	<b>Whose Earth is it anyway?</b>	What do we believe about creation?
	<b>Tragedy</b>	How do religions explain evil?



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