

Essential Content Standards for Religious Education in Cheshire West and Chester Secondary Schools 2024 - (Statutory)

Across the Secondary network of schools in Cheshire West; there are excellent examples of lessons, resources, and assessments to support in delivering the locally agreed syllabus. All schools can join the Subject Network Meetings which take place each term and request support in delivering Religious Education across the key stages.

Some schools may wish to deliver some of the content for Christianity or other worldviews as part of their delivery at KS4. However, it is essential that all students do encounter the key beliefs and practices of all worldviews at KS3.

Pupils should develop an understanding of the following statements.

Key Stage Three	
<p>Content for Christianity in KS3</p> <ul style="list-style-type: none"> • To know some of the ways Christianity influences the UK today. • To know about the Christian concept of the Trinity. • To know the stories of Jesus’ birth found in Matthew and Luke. • To know about some of the miracles Jesus performed. • To understand what a parable is. • To know the two Great Commandments of Jesus. • To know what Christian moral behaviour is based on. • To review evidence for Jesus being a man of peace and a man of conflict. • To know events leading up to the death and resurrection of Jesus. • To know how Christians celebrate Christmas. • To know how Christians celebrate Easter. • To know Christian beliefs about life after death. • To know how Christianity changed and the Great Schism. • To know how Christianity changed – Protestantism. • To learn about the worldwide nature of Christianity. • To know about the ecumenical movement. • To know why the Bible is important to Christians. • To learn about the four Gospels and their writers. • To explore what churches, look like from the outside and key features inside. 	<p>Key terms for the pupil to be applying when learning about Christianity. Secular, Pluralist, Trinity, Disciples, Incarnation, Prophecy, Messiah, Nativity, Anoint, Miracles, Gospel, Parable, Commandment, Sadducees, Pharisees, Blasphemy, Beatitudes. Atonement, Crucifixion, Resurrection, Advent, First Coming, Second Coming, Heaven, Hell, Epiphany, Clergy, Paschal candle, Good Friday, Confirmation, Roman Catholic, Anglican, Judgement Day, Purgatory, Schism, Orthodox, Creed, Holy Communion (Eucharist), Denomination, Indulgences, Monasteries,</p>

<ul style="list-style-type: none"> • To understand the symbolism and diversity of churches. • To understand the role of a church leader. • To know the key parts of an act of Christian worship with a focus on the Eucharist. • To learn how Christian's worship outside of Church services. • To know some of the symbols of Christianity and what they stand for. • To explore some of the ways Christians express their faith. 	<p>Persecution, Mission, Ecumenical, Evangelism, Reconciliation, Chapels, Cathedrals, Meeting Houses, Congregation, Stained Glass Windows, Altar, Pulpit, Lectern, Organ, Pews, Font, Hierarchy, Pastoral, Liturgical worship, Rosary, Virgin Mary, Meditation, Lord's Prayer, Pilgrimages, Devotion</p>
<p>Content for Islam in KS3</p> <ul style="list-style-type: none"> • To understand the positive roles Muslims have in the UK. • To know about three key beliefs of Islam, Tawhid, Risalah, Akhirah. • To know the key events of the life of Muhammad (pbuh). • To explore the ways Islam spread across then world. • To know diverse groups of Muslims – Sunni, Shi'a, and Sufi. • To know about how the Qur'an was written and how Muslims show respect to the Qur'an. • To know about the structure of Mosques. • To know about the role of the imams. • To know about the Five Pillars – Shahadah and Salah • To know about the Five Pillars – Zakah and Sawm. • To know about the Five Pillars – Hajj. • To know about symbolism in Islam and Islamic artwork. • To know ideas that support the moral code for Muslims. • To know the importance of giving in Islam. • To know key festivals in Islam – Eid-ul-fitr and Eid-ul-Adha 	<p>Suggested terms for the pupil to be applying when learning about Islam in KS3</p> <p>Mosques, Qur'an, Tawhid, Risalah, Akhirah, Allah, Al-Qadr, Jibril, Prophets, Paradise, Night of Power, Hijrah, Converts, Sermon, Five Pillars, Kabah, Caliphs, Rightly Guided Caliphs, Migration, Ummah, Six Articles of Faith, Five roots of Usul-ad-din, Ten Obligations, Adalat, Imamate, Revelations, Sunnah, Hadith, Surahs, Ayahs, Minarets, Dome, Wudhu, Mihrab, Qiblah, Minbar, Imams, Khums, Imam, Shahadah, Salah, Zakah, Sawm, Hajj, Khutbah, Geometric</p>

	<p>patterns, Sadaqah, Iftar, Ramadan, Ihram, Shaytan, Calligraphy, Idols, Tasbih, Moral code, devout, Eid-ul-Fitr, Eid-ul-Adha</p>
<p>Content for Judaism in KS3</p> <ul style="list-style-type: none"> • To know what makes a person Jewish and how Jewish people have contributed to society. • To understand there are diverse groups of Jewish people. • To know what Jewish people believe about God. • To know what Jewish people believe about the Messiah. • To understand why obeying God is important to Jewish people. • To know why the Jewish Bible is called the Tenakh. • To understand why the Torah has special importance for Jewish people. • To know terminology associated with the synagogue and the role of the synagogue in Jewish communities. • To understand the role of a rabbi in the Jewish community. • To know the founding fathers of Judaism – Abraham and Moses • To know important celebrations in Judaism – Pesach, Sukkot • To understand how Jewish teachings affect daily life. • To know how Judaism is practised in the home. • To know some Jewish symbols. • To know the principles that guide Jewish people in moral decision making. 	<p>Suggested terms for the pupil to be applying when learning about Judaism in KS3.</p> <p>Diaspora, Judaism, Reform Jews, Orthodox Jews, Liberal Jews, Eternal, Omniscient, Messiah, YHWH, Derech erez, mensch, tzedakah, Torah, Nevi'im, Ketuvim, Mitzvah, Ten Commandments or Ten Sayings, Mantle, Yad, Ark, Ner Tamid, Sanctuary, Minyan, Bimah, Rabbi, Semikhah, Circumcision, Monotheism, Covenant, Ten Plaques, Exodus, Chametz, Seder, Hagadah, Shema, Halakhah, Tallit, Kippah, Tefillin, Kashrut, Kosher, Mezuzah, Shabbat, Brit milah, Bat Mitzvah, Shiva, Star of David, Hannukah, Menorah, Hannukiah, Mitzvot</p>

<p>Content for Hinduism in KS3</p> <ul style="list-style-type: none"> • To know the meanings of Brahman and the Trimurti. • To explore the Hindu understanding of God. • To know the meanings of karma and rebirth. • To explore the Hindu understanding of the cycle of life. • To know how Hindu holy books provide inspiration for life. • To know features of a Hindu temple. • To understand the main characteristics of Hindu worship. • To know about a Hindu home shrine and the importance of daily worship in the home. • To know about the Hindu Ashramas and how they are conducted. • To know some of the diverse types of Hindu symbolism and why they are important. • To know the names of the four main groups within Hinduism. • To know significant places of pilgrimage for Hindus. • To know the key personal virtues Hindu scriptures say Hindus should live by. • To know the origins of two Hindu festivals and how they might be celebrated. 	<p>Suggested terms for the pupil to be applying when learning about Hinduism.</p> <p>Brahman, Vishnu, Shiva, Brahma, Trimurti, Deities, Murti, Reincarnation, Atman, Moksha, Samsara, The Vedas, Upanishads, Diwali, Holi, Mandirs, Gopuram, Garba griha, Arti tray, Offerings, Sacred thread, Swastika, Aum, Puja, Mantras, Darshan, Havan, Arti lamp, Tilak, Ashramas, Bramacharya, Grihasthra, Vanaprashtha, Sannyasa, Vahana, Ganesha, Vaishnavite, Avatars, Sri Swaminarayan, Krishna, Shaivism, Varanasi, Yoga, Shaktism, Devi, Consorts, Smartism, Surya, Vrindavan, Virtues, Diya lamps, Rangoli patterns, Henna</p>
<p>Content for Buddhism in KS3</p> <ul style="list-style-type: none"> • To know some of the myths about the Buddha's birth and early life. • To understand what Buddha and Dharma mean • To know events in the life of Buddha after leaving the palace. • To understand what the Middle Way and Enlightenment are. • To know what happened after the Buddha's death. • To understand some differences between Theravada and Mahayana traditions. • To know the Three Marks of Existence, The Four Noble Truths, and the Noble Eightfold Path. • To understand how practising the Dharma leads to the attainment of Nibbana. 	<p>Suggested terms for the pupil to be applying when learning about Buddhism.</p> <p>Buddha, Dharma, Sadhu, Asceticism, Middle Way, Enlightenment, Buddha nature, Buddhahood, Bhikkus, Theravada, Mahayana, The Yanas, Sutras, Bodhisattva, The</p>

<ul style="list-style-type: none"> • To know about Dependent Origination and karma and how they link with anatta and Samsara. • To know how Buddhist scriptures came about and their importance for Buddhists. • To know about the life of a Buddhist monk. • To know the different structures of Buddhist temples in the world. • To understand how Buddhists follow the Middle Way in their daily lives and how Buddhists make moral decisions. • To know why some places are significant for Buddhists and why pilgrimage is important. • To know some symbols of Buddhism and their meanings. • To know some of the main Buddhist festivals. 	<p>Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Dukkha, Anicca, Anatta, Nibbana, Dependent Origination, Karma, Samsara, Tipitaka, Vinaya, Suttas, Abidhamma, Pali Canon, Sangha, Ordination, Viharas, Stupas, Chatiyas, Ahimsa, Metta, Karuna, Shrines, Pilgrimages, Dharmachakra, Lotus flower, Triratna, Rupas, Mudras, Prostration, Wesak, Kathina, Parinirvana</p>
<p>Content for Sikhism in KS3</p> <ul style="list-style-type: none"> • To know Sikh beliefs about God. • To understand the idea of mukti as an aim of life for Sikhs. • To know about the life of Guru Nanak and his importance as a role model for Sikhs. • To know about the life of Guru Gobind Singh and the origins of the Khalsa. • To know about the Amrit Sanskar ceremony and the commitment made in becoming a Khalsa Sikh. • To know the use and importance of the features found within a gurdwara. • To know the elements of a Sikh act of worship in the gurdwara. • To know about the Guru Granth Sahib and how it is used. • To know key people in the Sikh community. • To understand how Sikh principles affect work and behaviour. • To understand various kinds of Sewa. • To understand the creation of Amritsar and why it is a place of pilgrimage for Sikhs. • To know key festivals in Sikhism and how they are celebrated. 	<p>Suggested terms for the pupil to be applying when learning about Sikhism.</p> <p>Guru Nanak, Mool Mantar, Ik Onkar, Mukti, Gurmukh, Manmukh, Kartapur, Langar, Guru Gobind Singh, The Five K's, Kesh, Kara, Kangha, Kirpan, Kachera, Martyr, Kali Yuga, Vaisakhi, Panj Pyare, Khalsa, Gurpurbs, Amrit Sanskar, Gurdwara, Khanda, Takht, Gutka, Shabad, Diwan, Granthi, Ragis, Guru Granth Sahib, Golden Temple, Authority, Akhand Path, Romallas, Chauri, Sewadars, The Sangat, Nam Japna, Kirat Karni,</p>

	Vand Chakna, Rahit Maryada, Daswandh, Tan, Dhan, Man, Khalsa Aid, Amritsar, Humility, Saint-soldiers
<p>Content for Humanism in KS3</p> <ul style="list-style-type: none"> • To know what makes a person a Humanist and how Humanists have contributed to society. • To understand there are diverse types of Humanists. • To know what Humanists believe about God and life after death. • To understand why Humanists place an importance on science as a source of authority and how they explain the origins of the universe and humanity. • To know what different Humanists do when they meet. • To understand the role of a Humanist celebrant. • To understand how Humanist beliefs affect daily life. • To know principles that guide Humanists in moral decision making. 	<p>Suggested terms for the pupil to be applying when learning about Humanism.</p> <p>Humanist, Humanism, Humanity, Atheism, Agnostic, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant, Conscience, Empiricism, Reason, Utilitarianism, Situation Ethics, Evolution Theory, Big Bang Theory</p>
<p>Content for Alternative Religions at KS3 Note – Delivery of other alternative religions is appropriate and there can be a free choice for schools in which alternative worldviews they wish to explore with students.</p> <ul style="list-style-type: none"> • To know the origins of the Baha'i faith. • To know who Baha'u'llah was and His station in the Baha'i Faith. • To understand the Baha'i concept of God. • To know what is meant by the Oneness of Religion. • To know how Baha'i worship and what are the Houses of Worship. • To know the political and religious origins of Rastafarianism. • To understand the influence of Jewish and Christian scripture on Rastafarianism. • To understand the importance of Haile Selassie I. • To know key beliefs of Rastafarianism. • To explore key practices of Rastafarianism. 	<p>Suggested terms for the pupil to be applying when learning about Alternative religions.</p> <p>Baha'i, Baha 'u'llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation, Rastafari, Second Coming, Exodus, Haile Selassie,</p>

The themes below in Key Stage 3 and Key Stage 4 can be taught in either key stage at the discretion of the school. For example, some schools may choose to teach the topic sanctity of life and related themes at the latter end of Key stage 3 or at Key stage 4.

<p>Content for Theological, Sociological and Philosophical and Issues at KS3</p> <ul style="list-style-type: none"> • To know the geographical locations of where religions are located and why. • To be able to identify what religions have in common in terms of belief and practice. • To compare religious symbols and different expressions of faith. • To understand what sociology, theology and philosophy and the methods used by each discipline. • To understand what is meant by relative and absolute morality. • To explore what might influence moral decision making. • To understand what is meant by sources of authority. • To explore reasons why people obey and disobey laws. • To understand the terms sanctity of life and quality of life. • To know religious and non-religious views on environmental ethics. • To know religious and non-religious views on animal rights. • To explore how religious ideas can encourage environmental action. • To know what is meant by medical ethics. • To explore religious and non-religious views on abortion. • To understand ideas of equality in religion. • To explore inequality in various forms. • To understand different types of poverty and religious attitudes to wealth. • To explore how religious ideas can encourage finding solutions to poverty. 	<p>Suggested terms for the pupil to be applying when learning about Theological, Sociological and Philosophical and Issues at KS3 issues.</p> <p>Trade routes, Sociology, Theology, Philosophy, Ethics, Transcendence, Numinous, Sacred, Golden rule, Sanctity of life, compassion, Stewardship, Myths, Kosher, Halal, Fasting, Pilgrimage, Sins, Festivals, Hijab, Vestments, Rites of passage, Morality, Absolute Morality, Relative Morality, Authority, Conscience Sanctity of life, Quality of life, Vegetarian, Stewardship, Dominion, Human Rights, Animal Rights, Transplant Surgery, In Vitro Fertilisation, Abortion, Equality, Discrimination, Prejudice, Ethnicity, Racism, Sexism, Oppression, Injustice, Poverty, Wealth,</p>
--	--

Key Stage 4

Content for Theological, Sociological and Philosophical and Issues at KS4

- To explore religious and non-religious attitudes to the victims of natural and human disasters.
- To understand the impact of disasters on developing countries and how religious and non-religious organisations respond.
- To be able to consider the relevance of religion in the world today.
- To know arguments for the existence of God – Teleological, First Cause, Argument from morality.
- To know arguments against the existence of God.
- To know religious and non-religious explanations for suffering – The Problem of Evil
- To explore ideas of immortality.
- To explore the idea of miracles.
- To understand the term revelation and explore examples of revelations.

Suggested terms for the pupil to be applying when learning about Theological, Sociological and Philosophical and Issues at KS4

Good, Evil, Moral Evil, Natural Evil, Suffering, Immense Suffering, Innocent Suffering, Omnipotence, Omnibenevolence, Theodicy, Secularism, Arguments from design, Teleological Argument, Logic, Objective, Subjective, Direct revelation, Indirect revelation.

A programme of study is included here for students who are not pursuing an examination course in RE or Religious Studies. Schools are encouraged to use a variety of approaches to ensuring the statutory requirements are met at key stage 5. RE/RS must be taught at key stage 5.

RE courses broaden and enhance the curriculum by giving students the opportunity to consider a wide range of religious, philosophical, psychological, sociological, and ethical issues and to develop their own codes of belief.

The following units are suggestions of the type schools might wish to offer either as stand-alone study/discussion units or through other approaches suggested below:

Key Stage 5

Content for Theological, Sociological and Philosophical and Issues at KS5

- To be able to consider why people believe in the existence of God.
- To understand what impact religious and other beliefs have on morality, behaviour, culture, and politics.
- To know different normative ethical approaches to issues on medical ethics and practice e.g. abortion, euthanasia, cloning, organ donation, medical treatment.
- To be able to reflect on the role religious and other belief systems play in conflict on a personal, community and global level.
- To consider what enables different individuals and communities to live together respectfully for the wellbeing of everyone.
- To understand how religious beliefs and practices have changed over time.
- To be able to consider what has been (and continues to be) the impact of religion on science and the arts.
- To explore the impact of personal faith and values on individual behaviour, relationships, gender, sexuality, and personal responsibility.
- To explore ethical issues involved in global issues such as population growth, the environment, famine and thirst, migration, modern slavery.
- To know how a range of worldviews address issues of good and evil.
- To be able to investigate how religions and beliefs are portrayed in the media.