



## Post 16 RE Teaching and Learning Framework

The teaching of Religious Education takes place within the context of preparing our pupils for adulthood and is taught alongside Personal Social Health Education.

The RE curriculum provides opportunities for students to be curious about their community, country and world. Students will develop their understanding of a range of religions and other world views, they will explore questions of belief and meaning in addition to questions of morality, ethics and diversity. The Religious Education curriculum follows the recommendations in the Local Agreed Syllabus 'Believing and Belonging'. In addition to the RE curriculum, we have an Enrichment Curriculum that compliments the pupils' RE and citizenship curriculum as well as key learning around British Values, Safeguarding and Social Moral Spiritual and Cultural (SMSC). Pupils will develop their sense of belonging to their community by learning about the religions in their community.

We have a three year curriculum, allowing opportunities for pupils to revisit and build on prior learning. As our focus is on teaching life skills linked to this subject, we will monitor progress through their EHCP outcomes and in English.

Cycle One					
Autumn 1			Autumn 2		
How are beliefs expressed in different media?			Is food a moral issue?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing

<p>Pupils will explore through sensory activities, different ways in which beliefs are expressed. Pupils will identify which way of expressing a belief they like/ dislike. Pupils will begin to be able to express their own opinions using the appropriate communication approaches for them.</p>	<p>Pupils will identify ways in which beliefs can be expressed eg through literature, food, music, dance, actions. Pupils will identify the beliefs that people may have eg a religious belief, a belief in the way we should treat the environment, a belief in the way we should treat animals and other humans. Pupils will identify one belief and research different opinions in this area for example Islam, the environment, animal care. Pupils will be able to present their findings and their personal views based on the evidence they have found.</p>	<p>Pupils will carry out research independently, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time.</p>	<p>Pupils will, through sensory activities, explore different foods and express a personal preference. Pupils will begin to identify different foods in a shop. Pupils will learn to group foods into healthy and unhealthy.</p>	<p>Pupils will be able to identify different issues around food eg eating a balanced diet, obesity, omitting foods for environmental reasons, omitting foods for personal health reasons. Pupils will explore the reasons why people choose to follow certain approaches to food. Pupils will explore the immediate and wider impact of personal choice around diet (eg cooking meals; a reduction of meat consumption may have a positive environmental impact or could a sugar tax make people eat healthier?) Pupils should consider the moral issue of food waste in some areas of the world whilst having</p>	<p>Pupils will carry out research independently around a chosen topic relating to food, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>
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	Pupils will reflect on their research, is there more to find out? Are they proud of what they have achieved?			people starving in other parts of the world. Pupils will explore their personal responses to this and begin to express their opinions coherently and with evidence to support their ideas.	
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Spring 1			Spring 2		
What do religions tell us about how to live our lives?			What does it mean to believe and does it make a difference?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
Pupils will explore, through sensory activities and visits to local places of worship, how different religions teach how to live their lives. Pupils will recap the sacred texts for	Pupils will recap the religions that they are aware of and the key messages from them. Pupils will compare the teachings of different religions, identifying similarities and differences and developing their own	Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to	Pupils will explore, through sensory activities and visits to local places of worship, how different religions teach how to live their lives. Pupils will recap the sacred texts for different religions and	Pupils will consider their own personal response to this question. Pupils will consider what they believe in and what they do not believe in. Pupils will listen to others and develop an awareness that different	Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research.

different religions and they will recap important teachings from the key religious faiths.	personal responses to these. Pupils will explore and reflect on whether a religion is needed to live your life well. Pupils will develop an understanding of themselves and how they want to live their lives. Pupils will consider ways in which they can ensure they have control about how they live their lives.	answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time	they will recap important teachings from the key religious faiths. Pupils will explore ways in which story, music and dance form a way of expressing beliefs.	people believe in different things. Pupils will consider ways in which people show they believe in something and the benefits people believe in a religion gain from prayer, fasting, reading the sacred book. Pupils will explore different beliefs that may not be religious eg a belief in equality, in looking after the environment.	Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time
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Summer 1			Summer 2		
Do human beings make a difference for the better?			How can we make a difference for others?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
Pupils will explore ways in which they can be kind and show kindness to others.	Pupils will consider their own personal responses to the above question.	Pupils will carry out research independently around a chosen topic relating to this question,	Pupils will explore ways in which they can have positive interactions with	Pupils will identify the different interactions they have throughout the	Pupils will carry out research independently around a chosen topic relating to this question,

<p>Pupils will explore ways in which they can make a positive impact on the school and the world around them, for example through improving the environment, litter picking.</p>	<p>Pupils will learn about how humans have made advances in science and human rights that have improved our lives. Pupils will learn about ways in which human behaviour has impacted negatively on our lives eg the environmental impact,</p>	<p>asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>	<p>others and they will learn how to approach different people in a friendly and positive manner whilst also being safe. Pupils will work on a project that ensure they change the lives of others for the better eg supporting staff in taking menus, performing a dance to make people feel good or leading in a charity event.</p>	<p>day and who they are with. Pupils will identify which interactions make them feel good and which make them feel less good. Pupils will learn how body language can influence how people feel about their interaction with you. Pupils will learn initial conversation starters to help build positive interactions from the outset. Pupils will begin to understand their role as the eldest pupils in the school and how other pupils may view them, and the possible power this may have . Pupils will explore ways in which they can use their influence in a positive way with</p>	<p>asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>
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				<p>younger pupils eg being good role models, supporting them at break times.</p> <p>Pupils will reflect on their own skills and learning and begin to question themselves and their actions.</p> <p>Pupils will reflect on social media and its positive and negative impact on people and how they feel.</p>	
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Cycle Two					
Autumn 1			Autumn 2		
Where is my place in the world? Where do I belong?			How does religion help us live our lives?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
Pupils will identify the people who are important to them. Pupils will identify key people in the	Pupils will identify the different groups and communities to which they belong eg school, sailing club, Islamic	Pupils will carry out research independently around a chosen topic relating to belonging, asking their own	Pupils will learn how people of different religions live their lives and the influence of music, food and	Pupils will identify what religion means to their friends or people they know.	Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results.

<p>community who can help them eg a police officer, a doctor Pupils will identify the groups within which they belong eg a family group, a school group and a class group.</p>	<p>school, Weekenders, a religious group. Pupils will identify people in their lives who look after them, care for and support them Pupils will learn that they can fit into other people's support network or group and therefore help others as much as they are helped. Pupils will begin to develop their own sense of identity - what they like and dislike, how they think and feel and what they enjoy. Pupils will begin to identify with others within their peer group and build a shared understanding. Pupils will reflect on the importance of</p>	<p>questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>	<p>dancing in some religions. Pupils will explore which music, food and dancing they like and dislike. Pupils will visit religious buildings and say whether they like or dislike them and begin to give reasons why.</p>	<p>Pupils will identify how religious festivals throughout the year can make us feel. Pupils will consider the teaching of different religions and analyse how important they are in supporting people to live their lives well. Pupils will consider how people who do not follow a religion may still be able to live wholesome, happy lives.</p>	<p>Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>
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	feeling a sense of belonging and how people who do not have this may feel.				
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Spring 1			Spring 2		
Should volunteering be made law?			Who makes the rules for us to follow and should we make our own rules?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
Pupils will take part in different volunteering opportunities and state whether they like or disliked it. Pupils will understand that to volunteer means to do something and not be paid for it. Pupils will begin to recognise some types of volunteering.	Pupils will learn what is meant by volunteering. Pupils will learn about the different charities and posts within the voluntary sector and why volunteers are important. Pupils will consider what may happen if there were no volunteers. Pupils will be able to express their own	Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own	Pupils will identify the rules they follow in their class and at school. Pupils will explore why these are important. Pupils will be able to identify a police officer and what to do if they feel a law is not being followed eg a hate crime has taken place who could they tell?	Pupils will identify the different types of rules we follow in school and in society. They will identify the rules we have to follow by law and those that we follow for moral or religious reasons. Pupils will learn to explore and reflect upon what might happen if we made our own rules. Pupils will learn about the legal and	Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time



	<p>opinions and views about this question, making informed decisions and supporting their ideas with evidence.</p> <p>Pupils will consider what is meant by making something law and what the implications would be if volunteering was made law eg time pressures, childcare, ability, transport, manageability.</p>	<p>opinions and how personal opinions can change over time</p>		<p>parliamentary system and how rules or laws are made.</p> <p>Pupils will recap where religious rules come from.</p> <p>Pupils will learn about the role of the police in upholding the law.</p> <p>Pupils should explore the idea that if someone is not going to get found out for breaking the law, does it matter eg cheating in a test, stealing from a shop, parking in a disabled parking spot.</p>	
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Summer 1			Summer 2		
<b>How can we make a difference to our world and society?</b>			<b>How do we support people who are new to our country?</b>		
<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>	<b>Encountering</b>	<b>Developing</b>	<b>Enhancing</b>
Pupils will take part in activities that make a	Pupils will explore their own personal	Pupils will carry out research independently	Pupils will learn about new people coming to	Pupils will identify why new people might come	Pupils will carry out research independently around a chosen

<p>difference to others eg through performances, fundraising, litter picking, gardening</p>	<p>answer to the above question. Pupils will identify where we need to make changes to society, based on their personal experiences. Pupils will research key people who have made a difference to groups/ aspects of society eg Greta Thurnburg, Malala Yousafzai, David Attenborough, Beth Mead, Marcus Rashford</p>	<p>around a chosen topic relating to this question, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>	<p>our country through stories and role play. Pupils will identify what makes them happy and what other people need to make them happy eg friends, food, a familiar language, shelter, clothing.</p>	<p>to our country eg for work, as refugees, to be with family. Pupils will consider what a new person coming to our country may need and identify what individual citizens can do to help them find what they need. Pupils will take part in a project that will support new people coming to our country eg a welcome booklet for the area, food parcels, maps and plans of the area or of where the local religious buildings are, languages guide.</p>	<p>topic relating to this question, asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>
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Cycle Three	
Autumn 1	Autumn 2
How can we help others?	How can people work together effectively?

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will identify daily actions that help others in their lives eg holding a door or looking after a hurt friend.</p> <p>Pupils will take part in actions that help others (taking messages around school, delivering food, making food parcels) and reflect on how it made them feel.</p>	<p>Pupils will identify groups of people who need help.</p> <p>Pupils will research how different religious and non- religious groups help others in the community.</p> <p>Pupils will reflect upon their own role and whether they have a responsibility to help others.</p> <p>Pupils reflect on what they could do personally and as a group to help others.</p> <p>Pupils will help an identified group and reflect on what they have learnt and how it made them feel.</p> <p>Pupils will learn that help towards others can be a small gesture or kind words done on</p>	<p>Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results.</p> <p>Pupils will be able to present their findings coherently and be able to answer questions about their research.</p> <p>Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>	<p>Pupils will identify and develop key skills of working together (eg listening, bein respectful, helping, sharing ideas) through circle time.</p> <p>Pupils will work as part of a team to help others eg Children in Need and reflect on how it made them feel and which skills they used.</p>	<p>Pupils will research how different groups of people work together e.g. different religious groups, people from different schools in the Leeds Youth council or different classes to promote positive behaviour.</p> <p>Pupils will identify key skills required in working together eg listening to others, sharing ideas, helping others.</p> <p>Pupils will learn from the police how they work with communities to make things better.</p> <p>Pupils will listen to how the Leeds mayor and West Yorkshire mayor work with others to bring about change.</p> <p>Pupils will identify ways in which they can work</p>	<p>Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results.</p> <p>Pupils will be able to present their findings coherently and be able to answer questions about their research.</p> <p>Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>

	<p>a daily basis or it could be a larger gesture such as paying a large sum of money, and that either action is effective and needed.</p>			<p>together to make a difference eg in delivering Children in Need, organising a Christmas fair. Pupils will reflect on what they have learnt following the delivery of this project and how it made them feel.</p> <p>They will consider how they will do things differently and what skills of working together they have developed whilst carrying out this project.</p>	
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Spring 1			Spring 2		
How do we ensure that everyone feels they belong?			How does our democratic system work?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
Pupils will identify the groups to which they belong and how it makes them feel.	Pupils will recap what we mean by 'belonging' through identifying the groups	Pupils will carry out research independently around a chosen topic relating to this question,	Pupils will experience democracy through voting within their class.	Pupils will learn about the layers of democracy at a local and national level.	Pupils will carry out research independently around a chosen topic relating to this question,

<p>Pupils will identify people who care for them. Pupils will identify ways in which they could be a good friend to others.</p>	<p>they belong to and how it makes them feel. Pupils will recap different religious and non-religious groups that people could also belong to. Pupils will explore how people show that they belong to a group eg by wearing a uniform, wearing a symbol,. Pupils will identify which people may feel that they do not belong anywhere and how that may make them feel eg people who are new to the country, people who cannot leave the house. Pupils will consider actions that citizens could take to develop a greater sense of</p>	<p>asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>	<p>Pupils will explore how parliament works through role play and a visit to Leeds Civic Hall.</p>	<p>Pupils will be able to understand and use the term democratic. Pupils will understand the role of the government nationally and locally. Pupils will understand the role of parliament and Members of Parliament. Pupils will learn how they can influence the way their country and local area is governed. Pupils will learn why people protest and the laws regarding protest. Pupils will learn what we mean by freedom of speech and a free press.</p>	<p>asking their own questions and critically evaluating the results. Pupils will be able to present their findings coherently and be able to answer questions about their research. Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time.</p>
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	belonging amongst all people.				
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Summer 1			Summer 2		
Compassion, Forgiveness and Charity			What is the meaning of respect?		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<p>Pupils will learn the importance of saying sorry and having that apology accepted.</p> <p>Pupils will learn, through stories, what different religions teach about the above qualities</p> <p>Pupils will learn about charity through carrying out a charitable project.</p> <p>They will reflect how it made them feel.</p>	<p>Pupils will learn the meaning of the above terms.</p> <p>Pupils will identify times when they have needed to show compassion, forgiveness and charity, or times when they have identified in their class book, when the above actions have been needed.</p> <p>Pupils will explore what might happen if compassion, forgiveness and charity are not demonstrated</p>	<p>Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results.</p> <p>Pupils will be able to present their findings coherently and be able to answer questions about their research.</p> <p>Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time</p>	<p>Pupils will learn when to use good manners and what good manners are.</p> <p>Pupils will understand the importance of showing that we care by listening and looking at people.</p>	<p>Pupils will consider their own personal responses to the above question.</p> <p>Pupils will explore what respect means and how respect is shown to others.</p> <p>Pupils will look at how key figures have shown respect in their roles e.g. politicians shaking hands, sports people shaking hands with opposition teams following a match.</p> <p>Pupils will explore what might happen when respect is not shown and how this can be illegal eg</p>	<p>Pupils will carry out research independently around a chosen topic relating to this question, asking their own questions and critically evaluating the results.</p> <p>Pupils will be able to present their findings coherently and be able to answer questions about their research.</p> <p>Pupils will be able to reflect on their own learning, their own opinions and how personal opinions can change over time.</p>

	<p>and the impact of this on society. Pupils will research what different religious and non-religious groups teach about compassion, forgiveness and charity and how people of religious groups show these qualities.</p>			<p>hate crime, sexual harassment. Pupils will learn easy ways of showing respect through their body language, their attention and listening skills and in the language they use. Pupils will learn what different religious and non-religious groups teach about respect and how this compares to their own personal opinion.</p>	
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