

Learning Pathways

The syllabus is based around six threads or 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

The syllabus therefore aims to:

- develop progressive understanding of the 'pathways' and
- build rich and profound knowledge of religions/worldviews.

Pathway 1: The Nature of Religion and Belief



Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments. *(Based on Big Idea 1: Continuity, Change and Diversity)*

Key Stage 1

Through investigating the **Nature of Religion and Belief**, pupils should learn that:

- We are surrounded by distinctive things that are very important. Some of these are called 'precious', 'sacred' or 'holy'.
- People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways.

Key Stage 2

Through investigating the **Nature of Religion and Belief**, pupils should learn that:

- The terms 'religion' or 'worldview' represent an overall approach to life including beliefs, practices, values and identity.
- Within each there is diversity in beliefs and practices.
- There are reasons why some aspects have stayed the same and others have changed.

Pathway 2: Expressing Beliefs

It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences.

(Based on Big Idea 2: Words and Beyond)



Key Stage 1

Through investigating how **Beliefs are Expressed**, pupils should learn that:

- People often give words different meanings when they are trying to express their priorities.
- Many people also use symbols to express these ideas.
- We need to interpret these words and symbols to find their meaning

Key Stage 2

Through investigating **how Beliefs are Expressed**, pupils should learn that:

- People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement.
- These creative forms of expression also play important roles in most religions and cultures.

Pathway 3: A Good Life



Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews.

Key Stage 1 - Through investigating what is meant by a **Good Life**, pupils will learn that:

- Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life.
- They also teach about specific actions that are right and wrong and about good and bad attitudes.

Key Stage 2 - Through investigating what is meant by a **Good Life**, pupils will learn that:

- Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives.
- Religions/worldviews provide guidance for their followers on how to live a good life.

- There are both differing opinions and agreement on what is meant by a 'good life' and what is right and wrong.

Pathway 4: Personal Journey



Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview.

(Based on Big Idea 4: Making Sense of Life's Experiences)

Key Stage 1

Through exploring what is meant by a **Personal Journey**, pupils will learn that:

- Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life.
- There are many stories about people's experiences and encounters that have made them change their lives.

Key Stage 2

Through exploring what is meant by a **Personal Journey**, pupils will learn that:

- Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above
- They may see these as beyond or within the material world and may claim they have given new insights into life.

Pathway 5: Influence and Authority



Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative.

(Based on Big Idea 5: Influence and Power)

Key Stage 1

Through studying **Influence and Authority**, pupils should learn that:

- There is evidence of the influence of religions/worldviews on our community all around us.
- Religion does not influence everyone's life in the same way.

Key Stage 2

Through studying **Influence and Authority**, pupils should learn that:

- Communities worldwide are shaped by traditional beliefs from religions/worldviews.
- Some are influenced by a single source and others by many.
- In some communities, the influence of a religion/worldview is largely limited to its followers.

Pathway 6: The Big Picture



Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways.

(Based on Big Idea 6: The Big Picture)

Key Stage 1

Through considering the **Big Picture**, pupils should learn that:

- Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life.
- Many of these stories are well-known as they have been handed down over generations.

Key Stage 2

Through considering the **Big Picture**, pupils should learn that:

- People tell different stories to communicate important teachings and these stories often form part of longer narratives.
- Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.