

Brighton & Hove City Council  
**Religious Education**  
**Agreed Syllabus**

2011 Edition



**Brighton & Hove**  
**City Council**

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# Foreword

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It gives us great pleasure to introduce the Brighton and Hove Agreed Syllabus for Religious Education 2011. The previous Agreed Syllabus was adopted by the Standing Advisory Council for Religious Education (SACRE) in 2005 and took account of the Non-Statutory framework of 2004. Although the publication of the new syllabus was due in 2010, Brighton and Hove SACRE decided to wait for the proposed curriculum changes so that the new syllabus could take them into account.

Religious Education has an important place in the curriculum in Brighton and Hove Schools. Our society has never been so diverse, and good Religious Education plays an important role in helping to keep this country a tolerant and inclusive place in which to live. In 21<sup>st</sup> Century Britain, it is vital that young people develop a good understanding of their own and other people's beliefs.

This Agreed Syllabus builds on the firm foundation of the previous Agreed Syllabus to bring a curriculum that reflects the current focus on progression of both skills and content as identified in the Transforming Religious Education (OfSTED 2010 Report). This report also emphasises the need for creative activities to enhance learning in RE and it is hoped that this syllabus gives the structures for this to take place in a coherent way through effective planning and assessment. Having high quality RE is a prime concern of SACRE and we trust that this Agreed Syllabus will continue to stimulate an exciting RE curriculum. Such a curriculum helps young people live in our diverse neighbourhood and explore in a constructive way the lives of others, and in so doing helps their own journey of self discovery.

We are grateful to the Working Parties for their efforts in producing this 2011 Agreed Syllabus, and for bringing it fully up to date with current education practice, ensuring that it is directly related to Brighton and Hove. On behalf of the Council, the SACRE and the schools, our thanks go to them for their hard work. We believe that this new Agreed Syllabus has fully lived up to the high standards set by its predecessors, and we therefore have great pleasure in commending it to you.

**Terry Parkin**

**Director of Education**

**Derek Bastide**

**Chair of SACRE and ASC**

# The Importance of Religious Education

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Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, beliefs, faith and ethics and to communicate their responses.

Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to challenge prejudice.



# Religious Education and the Legal Framework

<b>RE's position in the curriculum</b>	RE forms part of the basic curriculum for all pupils aged 4-16 (and 16-19 in Sixth Form and Sixth Form Colleges).
<b>Agreed Syllabus</b>	<b>It is a statutory requirement that the Agreed Syllabus is taught to be taught in all maintained schools.</b> The Local Authority (LA) has responsibility for the production, adoption, implementation and review of the Agreed Syllabus. The Agreed Syllabus Conference is made up of representatives of the LA, Teachers, the Church of England and other Christian denominations and principal religious traditions present in the area.
<b>SACRE</b>	SACRE has a responsibility to monitor and review RE in the LA.
<b>Maintained schools</b>	RE has to be taught in accordance with the Agreed Syllabus in all maintained schools except those that have foundation or voluntary-aided status
<b>Voluntary Controlled (VC) Schools</b>	RE has to be taught in accordance with the LA's Agreed Syllabus.
<b>Voluntary Aided (VA) schools</b>	Brighton and Hove Church of England VA schools are recommended by the Diocesan Board of Education for Chichester to follow the Brighton and Hove Agreed Syllabus with additional material from the National Society and the Diocesan guidance. Brighton and Hove Roman Catholic VA schools are required to follow the Diocesan guidelines from the Diocese of Arundel and Brighton.
<b>Academies</b>	Academies without a religious character have to follow the Agreed Syllabus. Academies with a religious character should teach RE in line with the denominational syllabus. Non-denominational faith academies can take either option depending on the wishes of the sponsor and what is agreed by The Secretary of State for Education.
<b>Religions covered</b>	RE must reflect the religious traditions in Great Britain recognising that these traditions are "in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain." [Education Act 1996, ch 56, section 375, (3)]
<b>School governors</b>	RE is the one subject in the curriculum for which school governors are responsible. Governors should receive an annual report about RE from their schools and ensure that they meet the statutory responsibilities in delivering the relevant Agreed Syllabus.
<b>RE and the right of withdrawal</b>	Legislation allows parents a right of withdrawal (For further information refer to the <b>Non-statutory guidance for RE published January 2010</b> <a href="https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00114-2010">https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00114-2010</a> ) from all or part of the Religious Education. The parent/carer should write to the Headteacher regarding this matter. Parents should be aware that they are required to provide work of a religious/faith/belief based nature as a substitute for the RE work. If RE is taught within another discipline e.g. during a history unit or cross-curricular unit, the parents cannot legally ask for withdrawal.

# Principles which underpin the approach to teaching Religious Education

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This syllabus affirms the important contribution that RE makes to the education of all pupils growing up in contemporary British society. It seeks to contribute to a school curriculum which is balanced and broadly based (1988 Education Reform Act) and:

- a. promotes the spiritual, moral, mental, and physical development of pupils at the school and of society,
- b. prepares such pupils for the opportunities, responsibilities and experiences of adult life

There are two overarching aims of the curriculum

## **Aim 1:**

**The school curriculum should aim to provide opportunities for all pupils to learn and to achieve**

## **Aim 2:**

**The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life**

(For further information regarding the values, purposes and aims of the curriculum see

<http://curriculum.qcda.gov.uk/key-stages-1-and-2/Values-aims-and-purposes/index.aspx?return=/search/index.aspx%3FfldSiteSearch%3Dpurposes+of+the+curriculum>)

## **1. The aim of Religious Education**

The purpose or aims of teaching Religious Education in our community schools is to give children and young people opportunities to:

- a. Develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers.
- b. Explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values

## 2. The role of Religious Education

This syllabus seeks to foster the ideals in the Non-Statutory Guidance stated that all those concerned with Religious Education should seek to ensure that it:

- develops an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society
- provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human
- contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society (page 7)

(January 2010, <https://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00114-2010> )

Religious Education also involves learning a body of knowledge. This knowledge is about the way people think, believe and behave. It is also concerned with learning from that knowledge. Pupils should be encouraged to reflect on and think about the significance of personal beliefs. They should also come face to face with other interpretations of human experience which are not religious.

This syllabus gives particular attention to

- The diversity within Brighton and Hove
- Conceptual development
- The acquisition of particular skills and attitudes

It is not the responsibility of the community school to promote any particular religious standpoint. Religious Education should not seek to indoctrinate or to persuade pupils to take up any one particular belief. The emphasis will be on the development of skills, attitudes and concepts which enable them to recognise the particular importance which a belief has for the individual or group, and reflect on its significance or otherwise for their own developing beliefs and values.

# What is to be studied in RE in Brighton and Hove

Opportunities to study Christianity, other religious traditions and non-religious world views may be included as appropriate during the course of the RE programmes of learning. It is possible for schools to study more religions than those specified below.

Key Stage	Religions to be studied	5% of curriculum time as recommended	Average Standard achieved by the end of the Key Stage
<b>Early Years Foundation Stage (EYFS)</b>	Reflective of the religions in the school community	RE is taught through the relevant strands of the EYFS	
<b>Key Stage 1</b>	Christianity and Judaism	36 hours per year	Level 2
<b>Key Stage 2</b>	Christianity, Islam and Hinduism, with a possibility of Judaism being developed further	45 hours per year	Level 4
<b>Key Stage 3</b>	Christianity, Buddhism and Sikhism, with at least one of Hinduism, Islam or Judaism being developed further.	45 hours per year	Level 6
<b>Key Stage 4</b> A nationally accredited qualification, such as a GCSE short or full course in <b>Religious Studies</b> , should be followed.	Students should study the number of faiths specified in the examination syllabus	To study a short course GCSE: a minimum of 1 hour per week. To study a full course GCSE equal time to all other GCSE subjects, suggest 5 hours per fortnight.	<b>Religious Studies</b> GCSE full or short course grade or Entry Level if more appropriate for student's ability
<b>Key Stage 5</b>	A study of religion through a study of e.g. philosophy of religion, sociology of religion or a religious issue.		The course should represent 'A' level standard reasoning and investigation



# Skills in Religious Education

While it is recognised that there are no skills unique to Religious Education, there are many skills required for this subject, some of which will have greater emphasis and resonance than others. Some skills will apply to one Attainment Target (AT) more than to another. The skills required in the study of Religious Education fall into three categories:

## Reflection, Imagination and Empathy

### Reflection:

- ability to reflect on experience, relationships and feelings
- ability to reflect on ultimate questions, beliefs, values and symbolic representation of meaning.

### Empathy:

- Consider the thoughts, feelings, experiences, attitudes and beliefs of others
- Develop the power of imagination to identify feelings of love, wonder, forgiveness, sorrow etc
- Ability to see the world through the eyes of others and appreciate their point of view.

### Creativity of thought and expression:

- Think creatively, exploring a wide range of ideas and hypotheses
- Express a diversity of religious thought and feelings in a variety of forms.



## Acquisition of knowledge

### Research:

- understand and draw information from a variety of resources
- record and present information in a variety of forms

### Observation:

- identify key questions and significant information
- describe what is observed with awareness of bias or presupposition.

### Listening and reading:

- identify key points from reading and listening
- ask significant questions from reading and listening
- relate information gained from reading and listening to previously held knowledge.

### Enquiry and Investigation:

- ask relevant questions
- ask questions about personal beliefs and identity in light of new knowledge
- recognise how to take the next step needed to build knowledge and understanding
- know how to use different types of sources as a way of gathering information

### Expression:

- ability to retell stories/events with a meaning
- ability to explain concepts, rituals and practices

## Academic Skills

### Interpretation:

- draw meaning from, for example, artefacts, writings
- suggest meanings of texts
- interpret religious language

### Analysis:

- distinguish between opinion, belief and fact
- distinguish between 'strong' and 'weak' arguments
- distinguish between features of different religions

### Communication:

- identify and relate relevant information in an accessible way
- ability to explain concepts, rituals and practices

### Evaluation:

- reach reasoned judgements based on evidence and argument
- consider thoughtfully different points of view

### Synthesis:

- link significant features of religion together in coherent ways
- try to connect different aspects of life into a meaningful whole

### Application:

- make the association between religions and individual community, national and international life
- identify key religious values and their interplay with secular ones

# Spiritual, Moral, Social and Cultural Education (SMSC) in RE

Spiritual, Moral, Social and Cultural Education is a cross-curricular theme which should underpin all subjects. RE has a particularly important role in pupils' personal development. The table below indicates some of the ways in which RE can contribute:

<p><b>Spiritual</b></p> <p>Knowledge and insight into beliefs, values and principles and ability to reflect on aspects of their own lives</p> <ul style="list-style-type: none"> <li>■ discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth</li> <li>■ learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices</li> <li>■ considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity</li> <li>■ considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God</li> <li>■ valuing relationships and developing a sense of belonging</li> <li>■ developing their own views and ideas on religious and spiritual issues</li> </ul>	<p><b>Moral</b></p> <p>Consider, respond and make reasoned and informed choices relating to areas of right and wrong, moral conflict, concern for others, and the will to do what is right. This would mean application of ethical theories to situations for higher level learners.</p> <ul style="list-style-type: none"> <li>■ enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust</li> <li>■ exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders</li> <li>■ considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice</li> <li>■ studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity</li> <li>■ considering the importance of rights and responsibilities and developing a sense of conscience</li> </ul>	<p><b>Social</b></p> <p>Develop a sense of identity and belonging and preparing them for adult life in a plural society.</p> <ul style="list-style-type: none"> <li>■ considering how religious and other beliefs lead to particular actions and concerns</li> <li>■ investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions</li> <li>■ articulating pupils' own and others' ideas on a range of contemporary social issues</li> </ul> <p><b>Cultural</b></p> <p>Awareness and understanding of beliefs, practices, lifestyles and values in their own multicultural society and in the wider world</p> <ul style="list-style-type: none"> <li>■ encountering people, literature, the creative and expressive arts and resources from differing cultures</li> <li>■ considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices</li> <li>■ promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.</li> </ul>
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# Learner Attitudes in Religious Education

The non-statutory National Framework for RE defines four attitudes as being essential for good learning in Religious Education.

Attitude	Description of attitude	Curriculum links
<b>Appreciation and wonder</b>	Developing their imagination and curiosity Recognising that knowledge is bounded by mystery Appreciating the sense of wonder in the world in which they live Developing their capacity to respond to questions of meaning and purpose	Spiritual and moral development Learning outside the classroom Creative expression
<b>Open-mindedness</b>	Being willing to learn and gain new understanding Engaging in argument or disagreeing reasonably and respectfully about religious, moral and spiritual questions Being willing to go beyond the surface of complex issues and search for increasingly profound insight Distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith Being involved through open minded questioning	Social Emotional Aspects of Learning Community-cohesion Class charter

Attitude	Description of attitude	Curriculum links
<b>Self-awareness</b>	<p>Feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule</p> <p>Developing a realistic and positive sense of their own religious, moral and spiritual ideas whether or not they are religious</p> <p>Recognising their own uniqueness as human beings and affirming their self-worth</p> <p>Becoming increasingly sensitive to the impact of their ideas and behaviour on other people</p>	<p>NB: 'Self-awareness' and 'Respect for All' contribute to the SEAL agenda, particularly in relation to:</p> <ul style="list-style-type: none"> <li>• Good to be me</li> <li>• Relationships</li> <li>• GoFo – Getting on, Falling out</li> <li>• Say no to bullying</li> </ul>
<b>Respect for all</b>	<p>Developing skills of listening and a willingness to learn from others, even when others' views are different from their own</p> <p>Being ready to value difference and diversity for the common good</p> <p>Appreciating that some beliefs are not inclusive and considering the issues that this raises for individual and society</p> <p>Being prepared to recognise and acknowledge their own bias</p> <p>Being sensitive to the feelings and ideas of others</p>	<p>SEAL</p> <p>Moral development</p> <p>Values/Golden rules/behaviour policy/class charter</p> <p>Visiting speakers</p> <p>Community cohesion</p>

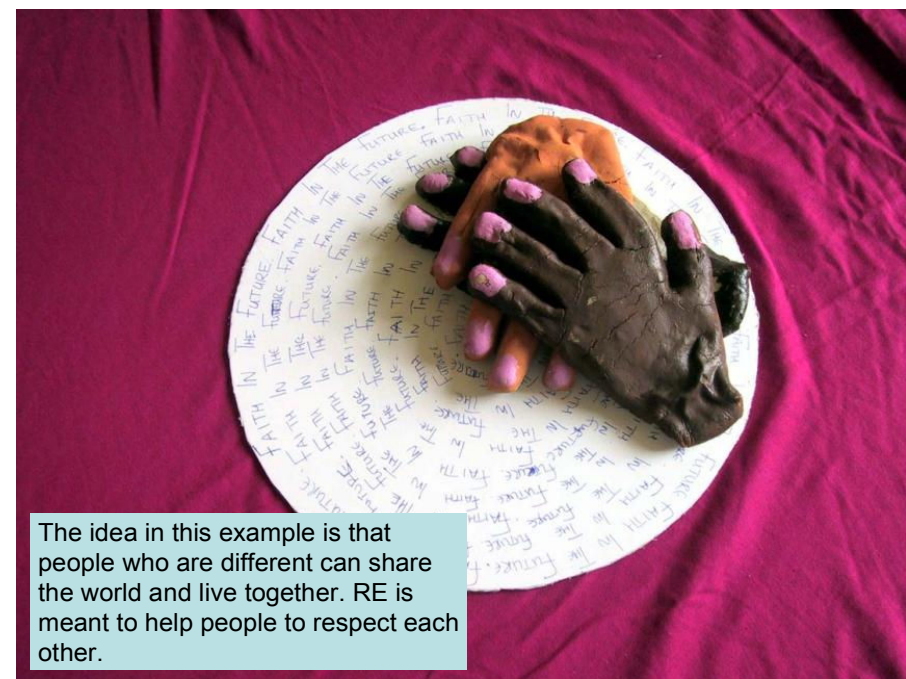
# Contribution of Every Child Matters to RE

The following table explores some of the ways that RE contributes to Every Child Matters. RE encourages pupils to...

<b>Be Healthy through:</b>	<b>Stay Safe through:</b>	<b>Enjoy and Achieve through:</b>	<b>Make a Positive Contribution through:</b>	<b>Achieve Economic Wellbeing through:</b>
Being emotionally literate	Understanding who it is safe to be influenced by or follow	Being ready to learn, active in and excited by their learning	Respecting other faiths and beliefs and those who live by them	Be able to engage in sustained, imaginative, reflective processes
Consideration of attitudes to sexual relationships that promote the wellbeing of all	Opportunities to explore prejudice and discrimination including teachings from faiths	Setting clear and challenging standards and assessment criteria which enable all children to achieve appropriately	Being active citizens who are locally and globally aware, equipped to explore concepts of identity, community and belonging in religions and develop positive views of their own	Giving opportunities to consider and sometimes challenge the meaning of 'economic well-being' through studying the responses of faith to money, wealth, generosity and responsibility
Investigating healthy living through religious teachings about food and drink	Developing their self esteem	Being reflective participants in their learning. Developing a range of skills to support thinking for learning	Being emotionally literate and have high self-esteem	Exploring religious critiques of consumerism, materialism and trade
Valuing and respecting all life and the religious beliefs about creation and the environment	Developing independence of thought, and the ability to express ideas appropriately	A rigorous, challenging, good quality curriculum that enables pupils to learn about themselves and others through exploring religion and the big questions of life	Encouraging pupils to evaluate the influence of religious rules and codes for living and the meaning of being 'law abiding'	Develop transferable skills for future employment, including: positive attitudes, high level communication and information management, critical thinking and choice making
Encouraging a positive self-image by enabling personal reflection and exploring ideas about self from different religious traditions	Encouraging individuals to be increasingly able to take responsibility for their behaviour and discover/ explore who and what they are	Being outward looking and willing to learn and be inspired from those around them.	Being outward looking, with strong positive values, developing empathy, a social conscience, and being responsive to the needs of others	Being active participants in their learning and encouraged to continue to explore religious and spiritual issues that lead to lifelong learning

<b>Be Healthy through:</b>	<b>Stay Safe through:</b>	<b>Enjoy and Achieve through:</b>	<b>Make a Positive Contribution through:</b>	<b>Achieve Economic Wellbeing through:</b>
Developing a healthy mind through understanding such activities as prayer, meditation, stilling, reflection and reasoned debate	Consideration of rules and principles that guide individuals within communities and keep people safe	Expressing their viewpoints respectfully and working with a range of other people including encountering living faiths (e.g. visitors and visits) and having opportunities to ask and develop answers to their questions of meaning and purpose	Giving opportunities to consider the nature of 'being human' and the positive common bond found in shared human experience	Interpreting the principles of sustainability: reduce, reuse, recycle through different religious perspectives
Developing the skills and understanding to make informed choices about faith/belief and moral and ethical decisions		Using their initiative and creativity in a variety of contexts provided in a creative and inclusive RE curriculum	Developing high level communication skills and expressing views confidently on the wide range of questions that RE addresses	A curriculum that offers all learners at KS4 (and KS5) the opportunity to achieve a nationally recognised and accredited qualification

**Acknowledgement:** With thanks to Lancashire SACRE for the ideas in this chart.



The idea in this example is that people who are different can share the world and live together. RE is meant to help people to respect each other.



# Social and Emotional Aspects of Learning (SEAL) and links with Religious Education

Social and emotional aspects of learning (SEAL) are promoted to develop the social and emotional skills of all pupils. Good social and emotional skills help pupils to make friendships, work in teams, solve problems, deal with conflict, manage strong feelings, to be calmer and optimistic, recover from setbacks, compete fairly, and respect others' rights and value diversity. The table below reflects the five groupings of skills and some illustrative links with RE.

Five groupings	Illustrative links with RE
Self-awareness	How religion has impacted on and influenced societies How religion has been instrumental in the creation of social values
Managing feelings	How to manage the responses/attitudes of reconciliation, atonement, forgiveness, prejudice, the Sikh concept of sewa (service) and the Muslim concept of umma (community)
Empathy	How emotional factors have been part of the lives of religious figures
Motivation	For social action, charity participation and community service
Social skills	the need to work cooperatively to common purpose, arrive at agreed consensus and challenge injustice

For further information:

<http://www.re-handbook.org.uk/section/curriculum/spiritual-moral-social-and-cultural-development-and-religious-education/religious-education-and-social-and-emotional-aspects-of-learning-seal>

# Religious Education across the Curriculum

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## Promoting Citizenship through Religious Education

RE plays a significant role in promoting citizenship through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events
- enabling pupils to understand the impact of beliefs and values on the way in which individuals, groups and societies behave, develop priorities and organise themselves

## Promoting Personal, Social, Health and Economic Education through Religious Education

RE plays a significant role in promoting Personal, Social, Health and Economic Education through:

- Developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- Developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views
- Developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own
- Developing an understanding of the impact of economics on the choices people make, learning about the religious beliefs and teachings on money, wealth and poverty and considering how money/employment can be used either constructively or destructively

## Promoting Community Cohesion through Religious Education

RE plays a significant role in promoting Community Cohesion through:

- encouraging the idea of shared values and the importance of dialogue within and between religions and other traditions
- counteracting stereotypical assumptions about people's religion based on lack of understanding

Promoting Community Cohesion stands alongside the Human Rights Act, the Race Relations Act and the Equality Act in seeking to promote fair treatment and to counteract all negative stereotyping. RE has an important role to play in promoting Community Cohesion; however, it has many equally important contributions to make to a child's learning. Likewise, Community Cohesion should stretch out across the whole school and not solely rely on RE to encapsulate the entire message. The teaching of the principal world religions and beliefs contributes to promoting community cohesion and raising awareness of areas of commonality and understanding.

The table below reflects the four different communities and some suggested ways that RE could contribute to learning in each of these areas:

<b>Four types of community</b>	<b>Illustrative links with RE</b>
School Community	A planned focus on pupils' spiritual, moral, social and cultural development. The skills and attitudes that promote those areas of pupils' development - open-mindedness, empathy, respect, enquiry etc – also promote community cohesion  How people express themselves through ritual
Local Community	Including its history, demographics, religiously-based community action and contributions by individual people of faith  Ethnographic (participant observation, interviewing and research) study of religion in the community
National Community	Interfaith and intercultural dialogue can be promoted through RE by virtual/email dialogue  Breaking down of stereotypes, considering internal diversity within faiths
International Community	Critical engagement with media representation of religiously-focused stories  Exploring how religions identify beyond national boundaries

For further information: <http://www.re-handbook.org.uk/section/curriculum/community-cohesion-and-religious-education>

# Promoting Skills Through Religious Education

These skills can be broken down into a number of sub-headings:

## Functional Skills

All students are expected to have achieved level 2 English, Mathematics and ICT by the end of KS4. Tasks reflecting the appropriate level skill should be included in the units of work.

## Personal Learning and Thinking Skills (PLTS)

PLTS are seen as being essential for success in learning, life and work. They are 'independent enquirers, creative thinkers, reflective learners, team workers, self managers and effective participators.' Young people are likely to encounter skills from several groups in any one learning experience, in order to apply the skills it is important for them to experience them in a wide range of contexts.

RE deals with open questions and a range of perspectives. RE encourages students to ask 'big questions' for themselves. Philosophy for Children (P4C) is an example of a strategy that can develop Thinking Skills.

In the jigsaw,  
each religion is distinct  
but all are connected.  
No person is an island  
all are individual,  
all are linked.



# Inclusion: Equality of Entitlement

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Effective inclusion means teaching a stimulating, flexible and imaginative RE curriculum that gives opportunities for inspiration and challenge, and meets all pupils' learning needs including:

- those with learning and behavioural difficulties
- those who are gifted and talented
- gender
- those who have additional physical needs
- those with other additional needs
- traveller children, looked after children
- children from all socio-economic backgrounds
- children who have recently arrived in this country
- those for whom English is an additional language
- children from all faith/belief/cultural backgrounds

Learning should build on and be enriched by the different experiences brought to the subject by the pupils themselves. Effective inclusion should be based on setting suitable learning challenges, responding to pupils' diverse needs and overcoming potential barriers. It should enable all pupils to fulfil their potential through incorporating a wide range of teaching and learning styles. Whatever the needs are of the pupils it is important to remember that the activities, resources and areas of study are age appropriate as well as being differentiated according to ability. It should be recognised that learners may have more than one additional requirement that needs to be addressed.

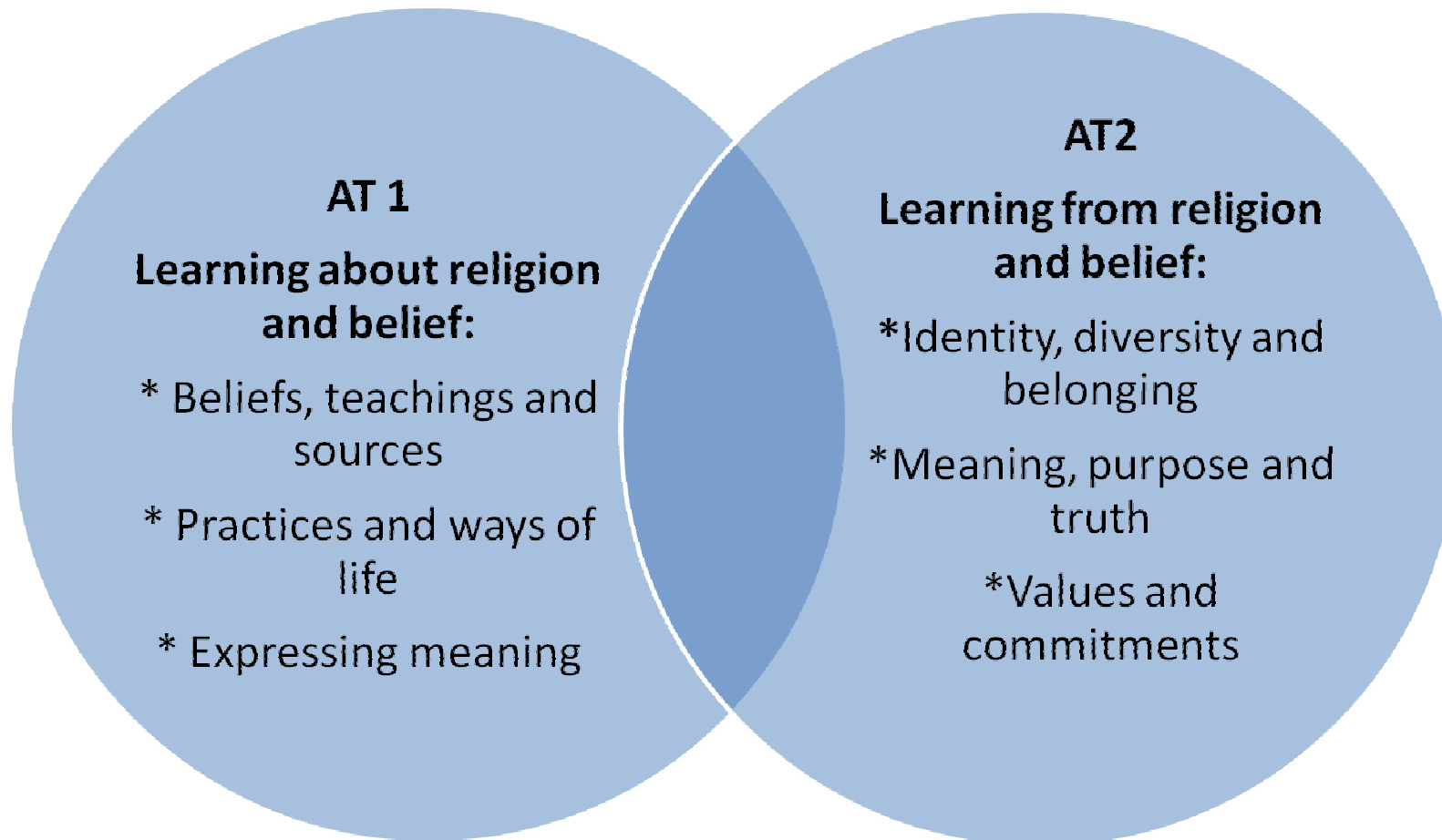
For pupils with learning difficulties and special needs, RE teaching may focus on communication, relationships and a sensory experience of the world which provide access to RE. It is important that these pupils have the opportunity to explore experiences and find meaning in their own way. Concrete, personal and immediate experiences will often be the most helpful starting point for such learners thus making Religious Education relevant and meaningful and helping in the teaching of RE. As with all learning it is important that the work always aims to be demanding and give opportunities for progression, especially in skills of observation, enquiry, reflection and evaluation. Performance Descriptors (P Levels) are included in this document to assist with assessment and progression. Opportunities for differentiation should be carefully planned to allow all pupils to access the RE curriculum. Staff in special schools should provide RE for all pupils and use the Agreed Syllabus as the basis for their planning as far as possible. Further information can be found at: [http://orderline.qcda.gov.uk/gempdf/1849624011/qcda-11-4841\\_Using\\_the\\_p\\_scales\\_to\\_assess\\_pupils\\_progress.pdf](http://orderline.qcda.gov.uk/gempdf/1849624011/qcda-11-4841_Using_the_p_scales_to_assess_pupils_progress.pdf)

For the most able pupils RE provides opportunities to develop and apply knowledge, understanding, skills and processes for example critical thinking, interpretation, insight, reflection, synthesis. They have the chance to demonstrate high levels of understanding, insight, discernment and mature reflective thinking. The most able will explore philosophical approaches, develop thinking skills for example argument, reasoning and logical analysis and engage with story, symbol, metaphor, allegory and its approach to making meaning.

# The Structure of the New Agreed Syllabus

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## Overview of the Attainment Targets (AT)



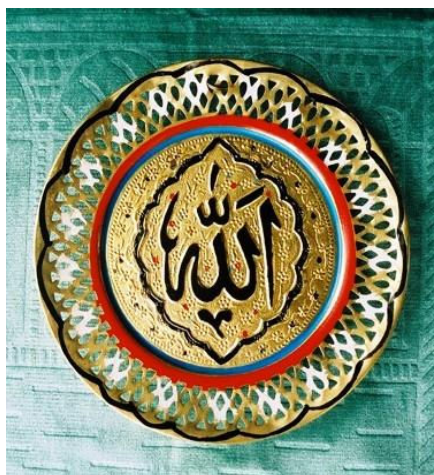
# The Six Strands for RE

There are a number of key strands that underpin the study of RE. Pupils need to understand these in order to deepen and broaden their knowledge, skills and understanding. The first three categories broadly relate to AT1 and the second group of three relate to AT2. The key questions in italics represent possible primary key questions and the key questions in not in italics are aimed at secondary pupils. It is recommended that when planning a unit of work, one strand from AT1 and one strand from AT2 should be used as a starting point.

STRANDS	Definition	Aspects for investigation	Key question for RE:
<b>ATTAINMENT TARGET 1</b>			
<b>ATTAINMENT TARGET 1</b>	<b>BELIEFS, TEACHINGS AND SOURCES</b>	Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs  Understanding and responding critically to beliefs and attitudes	Could focus on God, gods, gurus, teachers, enlightenment, truth, prophecy, soul and life after death  <i>How do people develop their beliefs and understanding?</i>  How do religions and philosophies understand and develop beliefs and teachings within their traditions?
	<b>PRACTICES AND WAYS OF LIFE</b>	Exploring the impact of religions and beliefs on how people live their lives  Understanding and responding critically to beliefs and attitudes	Could focus on worship, prayer, meditation, celebration and pilgrimage, as well as the religious artefacts, holy times, fasts and festivals  <i>How do people worship?</i>  How do people keep in touch with their faith/philosophy?
	<b>EXPRESSING MEANING</b>	Appreciating that individuals and cultures express their beliefs and values in different ways  Exploring how prophets, artists, poets, writers, architects, theologians, composers, performers and story-tellers have attempted to express their beliefs and values	Could focus on religious music, pictures, symbols, metaphors, poetry, parables, stories, myths, comedy, sculpture, carving, dance, drama, buildings, creeds, prayers, ritual writing, rituals, calligraphy, attitudes, behaviour and lifestyles.  <i>How do people share their religious beliefs and values with others?</i>  How do people communicate their beliefs and values to others?

## ATTAINMENT TARGET 2

STRANDS	Definition	Aspects for investigation	Key question for RE:
<b>IDENTITY, DIVERSITY AND BELONGING</b>	<p>Understanding how individuals develop a sense of identity and belonging through faith or belief</p> <p>Exploring the variety, difference and relationships that exist within and between religions, values and beliefs</p>	<p>Relationships, experiences, community, individuality, personality, feelings, preferences, dialogue between faiths and philosophies</p>	<p><i>What makes us belong?</i></p> <p>What does it mean to be a human being?</p>
<b>MEANING, PURPOSE AND TRUTH</b>	<p>Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them</p> <p>Exploring the ups, downs and meaning(s) of life's journey</p>	<p>Religious and non-religious views about life's wonders and sadnesses, its triumphs and tribulations, the place and role of human beings within the natural world and on the search for meaning, purpose and truth in philosophy, religion and science</p>	<p><i>How we answer life's big questions?</i></p> <p>What is the meaning of life?</p>
<b>VALUES AND COMMITMENTS</b>	<p>Understanding how moral values and a sense of obligation can come from beliefs and experience</p> <p>Evaluating their own and others' values in order to make informed, rational and imaginative choices</p>	<p>Religious and non-religious influences on values, commitments, laws, attitudes, behaviour, and moral guidelines, and study of the sources of moral authority which might guide decision making</p>	<p><i>How could other people's religious values influence my life?</i></p> <p>How should I live my life?</p>



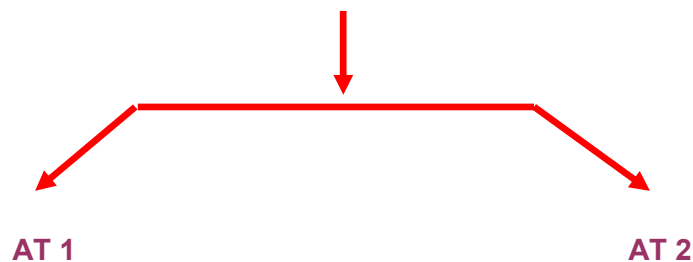


# Process of Planning Schemes of Work

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## STRANDS

Choose two – one from AT1 and one from AT2



### Learning about religion and belief

- A. Beliefs, teachings and sources
- B. Practices and ways of life
- C. Expressing meaning

### Learning from religion and beliefs

- D. Identity, diversity and belonging
- E. Meaning, purpose and truth
- F. Values and commitments

### Key question for unit focus

*This could apply to all human experience; religious and non-religious.*

*This could be relevant to some or most religions and belief traditions.*

*This could be particular to one religion or belief tradition.*

<b>Key Skills</b>	<b>Level Descriptors</b>	<b>Breadth and Depth Of Learning</b>
<ul style="list-style-type: none"> <li>Identify the appropriate level skills that are to the focus for development in that unit</li> <li>Use skills words highlighted in bold on the attainment target grids and skills tables to help</li> <li>Other skills should not be ignored completely</li> </ul>	<p>The level descriptors should be used to inform planning considering:</p> <ul style="list-style-type: none"> <li>the age/ability of the pupils</li> <li>the skills focus</li> <li>progression of content, understanding, skills and assessment opportunities</li> </ul>	<p>Refer to the religion and belief traditions as set out on the page 'What is to be Studied?'</p> <p>It is good practice to refer pupils' to the range of religion and belief traditions represented in your school and local community as reflected in the Agreed Syllabus</p>

### **Some questions to consider when planning units/work:**

- What are the objectives for this work? Which two strands (one from Attainment Target One and one from Attainment Target Two) and which skills will be developed?
- How does this build on previous learning and prepare pupils for future learning?
- Is the development within this unit/scheme clear?
- Are there opportunities for helpful links with other areas of the curriculum?
- Are there opportunities for promoting pupils' spiritual, moral, social and cultural development highlighted?
- What teachings styles and activities are being employed to stimulate pupils to question, be reflective, apply their learning to life and to cater for different learning styles and needs?
- Do the learning experiences match the objectives?
- What are the intended outcomes? How will pupils demonstrate that the learning objectives have been achieved?
- How will the scheme of work/unit be evaluated in order to make further improvements?

**Sample long term plans, medium term plans and assessments can be found at (this is being developed onto the new WAVE and will be added when this has taken place)**

# Cross Curricular Units

Many schools teach Religious Education through links with other subjects. If this approach is taken then it is important that the integrity of each of the subjects being linked is maintained by ensuring that the learning outcomes are appropriate to all the subjects. In planning cross-curricular work the following questions need to be considered:

What is the key question?

What are the learning objectives?

How will the learning outcomes be measured?

What resources are required to support the work?

What staff/other people will be involved?

Which subjects are linking together?

How will skills progression in each subject be achieved?

When will the learning be delivered?

Where will the learning take place?

How will the learning be evaluated and impact measured?

This lovely image of a sunset was collaged by a 7 year old. He says it is his idea of peace. Does RE help people to find peace and live in peace together?



# Transition

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One of the focus areas in the recent Primary and Secondary Curriculums is Transition (between EYFS to KS1, KS1 to KS2, KS2 to KS3, KS3 to KS4 and KS4 to KS5). These changes from one key stage to another, even if they occur within the same school setting can prove difficult for learners. In order to smooth the transition from one key stage to another it is important for teachers to consider prior and forthcoming learning opportunities, the content covered and essentially the skills that learners will have developed and will need to develop further. Transition would be greatly assisted if the teachers from the year groups associated with transition were in communication with each other so that repetition was avoided.



# Learning Strategies

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## Experiences and opportunities to be included in teaching in Early Years Foundation Stage:

- Visual/spatial expression shown in art and other creative activities
- Auditory experiences listening to music, stories and rhymes
- Kinaesthetic activities such as movement, games and handling a range of resources
- Verbal/linguistic communication in a range of speaking and listening activities
- Mathematical experiences by making simple models and patterns
- Music and songs from different cultures
- Naturalistic engagement with living things and the environment
- Interpersonal skills offering co-operative opportunities

## Experiences and opportunities to be included in the teaching of Key Stage 1:

- **Encountering religion through visiting places** of worship and focusing on symbols and feelings
- **Ask questions of, listen to and respond** to visitors from local faith communities
- Using their senses and having times of quiet **reflection**
- Using art and design, music, dance and drama to **develop their creative talents** and imagination
- **Sharing** their own beliefs, ideas and values and talking about their feelings and experiences
- Beginning to use ICT to **explore** religions and beliefs as practised in the local and wider community. (quoted from NSNF)
- **Identify questions** about the world and space they would like to answer.
- Are enabled to notice **some key ideas** in the celebration of festivals and to learn the ways these ideas can **make sense** of festivals studied.
- **Listen to stories** from scriptures and sacred texts and **talk about** what the stories **mean**.
- **Take turns** to speak and listen when talking about RE topics.
- **Learn from** religious artefacts, works of art and stories, using both spiritual and literacy methods to develop understanding.

## Experiences and opportunities to be included in the teaching of Key Stage 2:

- **Encountering religion through** visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- **Discussing** religious and philosophical **questions**, giving reasons for their own beliefs and those of others
- **Considering a range** of human experiences and feelings
- **Reflecting** on their own and others' insights into life and its origin, purpose and meaning
- **Expressing and communicating** their own and others' insights through art and design, music, dance, drama and ICT
- Developing the use of ICT, particularly in **enhancing pupils' awareness** of religions and beliefs globally (quoted from NSNF)
- Consider questions that are mysterious and puzzling and think of alternative answers.

### Experiences and opportunities to be included in the teaching of Key Stage 3:

- **Encountering religions authentically** by, where possible, meeting people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- **Encountering religion through visiting**, where possible, places of major religious significance and using opportunities in ICT to enhance pupil's understanding of religion
- **Discussing, questioning and evaluating** important issues in religion and **philosophy, including ultimate questions and ethical issues** taking an active part in group discussions and activities that rely on shared viewpoints
- **Reflecting** on and carefully beginning evaluating their own beliefs and values and those of others in response to their learning in Religious Education, using reasoned, balanced arguments
- **Using a range of forms of expression** (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully. This could also include literary forms found in religion such as creeds, Psalms or moral precepts to develop their own ability to express beliefs and values in speaking and writing.
- **Exploring connections** between Religious Education and other subject areas such as arts, humanities, literature, science (quoted from NSNF)
- Use strategies such as 'mysteries', 'mental maps; and 'human graphs' to explore a range of opinions of religious and spiritual issues for themselves, and develop their own views.

### Experiences and opportunities to be included in the teaching of Key Stage 4:

- Work with ambiguous evidence and examples to **analyse ultimate questions** and religious and moral responses to them
- Use tools of **literary criticism** to analyse accounts and express their own spiritual insights clearly and thoughtfully.
- Use a range of **discussion skills** to clarify, deepen and explore varied perspectives on issues
- Use **creative skills** to express responses to issues
- Make **detailed comparisons** referring to resources from several media and reflecting different communities/religions

Experiences and opportunities to be included in the teaching of Key Stage 5 - see Methods of delivery, Page 49.



# Assessment, Attainment Targets and Recording Levels

Assessment should be an integral part of good planning and be formed of meaningful tasks demonstrating progression in AT1 and AT2. To ensure progression it is vital that records are kept of any assessment undertaken, information which can then be used to inform the pupils' annual reports which should include a report on RE.

## Attainment targets:

1. Can be used to inform a teachers' planning to ensure that lessons are at an appropriate level
2. Can be used to inform the setting of objectives, particularly if the 'I can' version of the attainment targets is used (Hyperlink).
3. Can be used to describe the pupil's performance over time as a 'best fit match'
4. Can be used to help the pupils' to understand what they need to do in order to improve, particularly in terms of the development of skills

## Assessment should:

1. Demonstrate progression
2. Assist the pupil in learning and raise achievement
3. Assist the teacher in curriculum evaluation and planning
4. Provide information for pupils, teachers, governors, examination boards, employers, the Authority and the Government
5. Include both formative and summative assessment
6. Include opportunities for AfL (including peer and self assessment) and APP (if appropriate)

## Teachers' records should:

1. Record progress and attainment, using the 8 level scale in RE (see page 35)
2. Be manageable
3. Give evidence for teachers to use in completing the annual report to parents
4. Demonstrate progression from one term/year to the next and be passed on to the next class teacher

## Assessment relating to different phases:

1. In Early Years Foundation Stage (EYFS) observations are used to make assessments of the whole child, this is summed up at the end of EYFS
2. In Key Stages 1, 2 and 3 it is recommended that year end assessments are made and transferred as appropriate
3. In Key Stage 4 a national qualification must be used to assess attainment in RE

# Religious Education: Performance Descriptors

Some pupils will be working below level 1. These P-levels (P1 to P8) may be helpful to track progress and ensure progression.

The performance descriptions for P1 to P3 are common across all subjects and are illustrated here by some subject specific examples from the DFE website shown in *italics*. Level P4 to P8, indicates the emergence of skills, knowledge and understanding in RE. Words in **bold** reflect the skills being developed.

## QCDA 'P' Levels for Religious Education

P1 (i)	<ul style="list-style-type: none"> <li>encounter activities and experiences.</li> <li>may be passive or resistant.</li> <li>may show simple reflex responses, <i>for example, startling at sudden noises or movements.</i></li> <li>any participation is fully prompted.</li> </ul>
P1 (ii)	<ul style="list-style-type: none"> <li>show emerging awareness of activities and experiences.</li> <li>may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, <i>for example, becoming still in response to silence.</i></li> <li>may give intermittent reactions, <i>for example, vocalising occasionally during group celebrations and acts of worship.</i></li> </ul>
P2 (i)	<ul style="list-style-type: none"> <li>begin to respond consistently to familiar people, events and objects.</li> <li>react to new activities and experiences, <i>for example, briefly looking around in unfamiliar natural and man-made environments.</i></li> <li>begin to show interest in people, events and objects, <i>for example, leaning towards the source of a light, sound or scent.</i></li> <li>accept and engage in coactive exploration, <i>for example, touching a range of religious artefacts and found objects in partnership with a member of staff.</i></li> </ul>
P2 (ii)	<ul style="list-style-type: none"> <li>begin to be proactive in their interactions.</li> <li>communicate consistent preferences and affective responses, <i>for example, showing that they have enjoyed an experience or interaction.</i></li> <li>recognise familiar people, events and objects, <i>for example, becoming quiet and attentive during a certain piece of music.</i></li> <li>perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>for example, repeating a simple action with an artefact.</i></li> <li>cooperate with shared exploration and supported participation, <i>for example, performing gestures during ritual exchanges with another person performing gestures.</i></li> </ul>



P3(i)	<ul style="list-style-type: none"> <li>• begin to communicate intentionally.</li> <li>• seek attention through eye contact, gesture or action.</li> <li>• request events or activities, <i>for example, prompting a visitor to prolong an interaction.</i></li> <li>• participate in shared activities with less support.</li> <li>• sustain concentration for short periods.</li> <li>• explore materials in increasingly complex ways, <i>for example, stroking or shaking artefacts or found objects.</i></li> <li>• observe the results of their own actions with interest, <i>for example, when vocalising in a quiet place.</i></li> <li>• remember learned responses over more extended periods, <i>for example, following a familiar ritual and responding appropriately.</i></li> </ul>
P3 (ii)	<ul style="list-style-type: none"> <li>• use emerging conventional communication.</li> <li>• greet known people and may initiate interactions and activities, <i>for example, prompting an adult to sing or play a favourite song.</i></li> <li>• can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, celebrating the achievements of their peers in assembly.</i></li> <li>• may respond to options and choices with actions or gestures, <i>for example, choosing to participate in activities.</i></li> <li>• actively explore objects and events for more extended periods, <i>for example, contemplating the flickering of a candle flame.</i></li> <li>• apply potential solutions systematically to problems, <i>for example, passing an artefact to a peer in order to prompt participation in a group activity.</i></li> </ul>
P4	<ul style="list-style-type: none"> <li>• use single elements of communication, <i>for example, words, gestures, signs or symbols</i>, to <b>express</b> their feelings.</li> <li>• <b>show</b> they understand 'yes' and 'no'.</li> <li>• begin to <b>respond</b> to the feelings of others, <i>for example, matching their emotions and laughing when another pupil is laughing.</i></li> <li>• join in with activities by initiating ritual actions or sounds.</li> <li>• may <b>demonstrate</b> an appreciation of stillness and quietness.</li> </ul>
P5	<ul style="list-style-type: none"> <li>• <b>respond appropriately</b> to simple questions about familiar religious events or experiences and communicate simple meanings</li> <li>• <b>respond</b> to a variety of new religious experiences, <i>for example, involving music, drama, colour, lights, food, or tactile objects.</i></li> <li>• <b>take part</b> in activities involving two or three other learners.</li> <li>• may also engage in moments of individual <b>reflection</b>.</li> </ul>
P6	<ul style="list-style-type: none"> <li>• <b>express</b> and communicate their feelings in different ways.</li> <li>• <b>respond</b> to others in group situations and cooperate when working in small groups.</li> <li>• <b>listen to</b>, and begin to respond to familiar religious stories, poems and music, and make their own contribution to celebrations and festivals.</li> <li>• <b>carry out</b> ritualised actions in familiar circumstances.</li> <li>• <b>show concern</b> and sympathy for others in distress, <i>for example, through gestures, facial expressions or by offering comfort.</i></li> <li>• start to <b>be aware</b> of their own influence on events and other people.</li> </ul>

P7	<ul style="list-style-type: none"> <li>• <b>listen to</b> and <b>follow</b> religious stories.</li> <li>• <b>communicate</b> their ideas about religion, life events and experiences in simple phrases.</li> <li>• <b>evaluate</b> their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences.</li> <li>• <b>find out</b> about aspects of religion through stories, music or drama, answer questions and communicate their responses.</li> <li>• may <b>communicate</b> their feelings about what is special to them, <i>for example, using role play</i>.</li> <li>• <b>begin to understand</b> that other people have needs and to respect these.</li> <li>• <b>make purposeful relationships</b> with others in group activity.</li> </ul>
P8	<ul style="list-style-type: none"> <li>• <b>listen attentively</b> to religious stories or to people talking about religion.</li> <li>• <b>begin to understand</b> that religious and other stories carry moral and religious meaning.</li> <li>• <b>increasingly able to communicate</b> ideas, feelings or responses to experiences or to retell religious stories.</li> <li>• <b>communicate simple facts</b> about religion and important people in religions.</li> <li>• begin to <b>realise the significance</b> of religious artefacts, symbols and places.</li> <li>• <b>reflect</b> on what makes them happy, sad, excited or lonely.</li> <li>• <b>demonstrate a basic understanding</b> of what is right and wrong in familiar situations.</li> <li>• are often <b>sensitive</b> to the needs and feelings of others and show respect for themselves and others.</li> <li>• treat living things and their environment with <b>care and concern</b>.</li> </ul>



## Attainment Targets for Religious Education

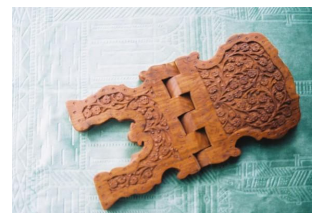
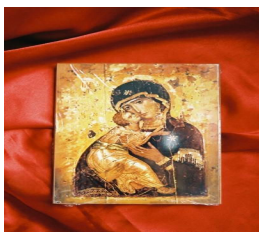
RE skills are in bold type. Pupil speak 'I can' statements can be found at <http://betterre.reonline.org.uk/assessment/cando.php>

	Attainment Target 1: Learning about Religion and Belief	Attainment Target 2: Learning from Religion and Belief
LEVEL 1	<ul style="list-style-type: none"> <li>• <b>use some simple religious words</b> and phrases to <b>recognise</b> and <b>name</b> features of religious life and practice.</li> <li>• <b>recall</b> religious stories and recognise symbols, and other verbal and visual forms of religious expression.</li> </ul>	<ul style="list-style-type: none"> <li>• express their own experiences and feelings,</li> <li>• <b>express</b> what they find interesting or puzzling</li> <li>• <b>express</b> what is of value and concern to themselves and to others.</li> </ul>
LEVEL 2	<ul style="list-style-type: none"> <li>• <b>use simple religious words</b> and phrases to <b>identify</b> some features of religion and its importance for some people.</li> <li>• begin to <b>show awareness</b> of similarities in religions.</li> <li>• <b>retell</b> religious stories</li> <li>• <b>identify</b> how religion is expressed in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask</b>, and <b>respond sensitively to, questions</b> about their own and others' experiences and feelings.</li> <li>• <b>recognise</b> that some questions cause people to wonder and are difficult to answer.</li> <li>• <b>recognise</b> their own values and those of others</li> </ul>
LEVEL 3	<ul style="list-style-type: none"> <li>• <b>use a developing religious vocabulary</b> to <b>describe</b> some key features of religions, <b>recognising similarities and differences</b>.</li> <li>• <b>make links</b> between beliefs and sources, including religious stories and sacred texts.</li> <li>• <b>begin to identify the impact</b> religion has on believers' lives.</li> <li>• <b>describe</b> some forms of religious expression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>identify what influences</b> them, <b>making links</b> between aspects of their own and others' experiences.</li> <li>• <b>ask important questions</b> about religion and beliefs, making links between their own and others' responses.</li> <li>• <b>make links</b> between values and commitments, and their own attitudes and behaviour.</li> </ul>
LEVEL 4	<ul style="list-style-type: none"> <li>• <b>use a developing religious vocabulary</b> to <b>describe</b> and <b>show understanding</b> of sources, practices, beliefs, ideas, feelings and experiences.</li> <li>• <b>make links</b> between them, and <b>describe some similarities and differences</b> both within and between religions.</li> <li>• <b>describe the impact</b> of religion on people's lives.</li> <li>• <b>suggest meanings</b> for a range of forms of religious expression.</li> </ul>	<ul style="list-style-type: none"> <li>• raise, and <b>suggest answers</b> to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</li> <li>• <b>apply their ideas</b> to their own and other people's lives.</li> <li>• <b>describe</b> what inspires and influences themselves and others.</li> </ul>
LEVEL 5	<ul style="list-style-type: none"> <li>• <b>use a developed religious vocabulary</b> to <b>explain the impact</b> of beliefs on individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• ask, and <b>suggest answers</b> to, questions of identity, belonging, meaning, purpose and truth, values and</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>describe why</b> people belong to religions.</li> <li>• understand that similarities and differences illustrate distinctive beliefs within and between religions and <b>suggest possible reasons</b> for this.</li> <li>• <b>explain</b> how religious sources are used to provide answers to ultimate questions and ethical issues, <b>recognising</b> diversity in forms of religious, spiritual and moral expression, within and between religions.</li> </ul>	<p>commitments, <b>relating</b> them to their own and others' lives.</p> <ul style="list-style-type: none"> <li>• <b>explain</b> what inspires and influences them, <b>expressing their own and others' views</b> on the challenges of belonging to a religion.</li> </ul>
LEVEL 6	<ul style="list-style-type: none"> <li>• <b>use an increasingly wide religious and philosophical vocabulary</b> to give <b>informed accounts</b> of religions and beliefs, <b>explaining the reasons</b> for diversity within and between them.</li> <li>• <b>explain why</b> the impact of religions and beliefs on individuals, communities and societies varies.</li> <li>• <b>interpret</b> sources and arguments, <b>explaining the reasons</b> that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.</li> <li>• <b>interpret</b> the significance of different forms of religious, spiritual and moral expression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>use reasoning and examples to express insights</b> into the relationship between beliefs, teachings and world issues.</li> <li>• <b>express insights</b> into their own and others' views on questions of identity and belonging, meaning, purpose and truth.</li> <li>• <b>consider the challenges of belonging</b> to a religion in the contemporary world, focusing on values and commitments.</li> <li>• <b>evaluate the impact</b> of religious practice on a believers' life and on the life of the community.</li> </ul>
LEVEL 7	<ul style="list-style-type: none"> <li>• <b>use a wide religious and philosophical vocabulary</b> to show a <b>coherent understanding</b> of a range of religions and beliefs.</li> <li>• <b>analyse</b> issues, values and questions of meaning and truth.</li> <li>• <b>account for</b> the influence of history and culture on aspects of religious life and practice.</li> <li>• <b>explain why</b> the consequences of belonging to a faith are not the same for all people within the same religion or tradition.</li> <li>• <b>use some of the principal methods by which religion, spirituality and ethics are studied</b>, including the use of a variety of sources, evidence and forms of expression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>articulate personal and critical responses</b> to questions of meaning, purpose and truth and ethical issues.</li> <li>• <b>evaluate in depth the significance</b> of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, <b>using appropriate evidence and examples.</b></li> </ul>

LEVEL 8	<ul style="list-style-type: none"> <li>• <b>use a comprehensive religious and philosophical</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>coherently analyse and reflect</b> on a wide range of</li> </ul>
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	<p><b>vocabulary to analyse</b> a range of religions and beliefs.</p> <ul style="list-style-type: none"> <li>• <b>contextualise interpretations</b> of religion with reference to historical, cultural, social and philosophical ideas.</li> <li>• <b>critically evaluate</b> the <b>impact</b> of religions and beliefs on differing communities and societies.</li> <li>• <b>analyse</b> differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied.</li> <li>• <b>interpret and evaluate</b> varied forms of religious, spiritual and moral expression.</li> </ul>	<p>viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments.</p> <ul style="list-style-type: none"> <li>• <b>synthesise</b> a range of evidence, arguments, reflections and examples, fully <b>justifying their own views</b> and ideas and providing a detailed <b>evaluation</b> of the perspectives of others.</li> </ul>
EXCEPTIONAL PERFORMANCE	<ul style="list-style-type: none"> <li>• <b>use a complex religious, moral and philosophical vocabulary</b> to provide a consistent and <b>detailed analysis</b> of religions and beliefs.</li> <li>• <b>evaluate in depth</b> the importance of religious diversity in a pluralistic society.</li> <li>• <b>clearly recognise</b> the extent to which the <b>impact of religion</b> and beliefs on different communities and societies has changed over time.</li> <li>• provide a <b>detailed analysis</b> of how religious, spiritual and moral sources are interpreted in different ways, <b>evaluating the principal methods by which religion and spirituality are studied.</b></li> <li>• <b>synthesise effectively</b> their accounts of the varied forms of religious, spiritual and moral expression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse</b> and <b>reflect</b> in depth on a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments.</li> <li>• <b>independent, well-informed and highly reasoned insights</b> into their own and others' perspectives on religious and spiritual issues, providing <b>well-substantiated</b> and <b>balanced conclusions.</b></li> </ul>



# Religious Education in Early Years Foundation Stage

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**Early Years Foundation Stage (EYFS) describes the phase of a child's education from the birth to the end of reception at the age of five. RE is statutory for all pupils registered on the school roll but does not extend to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the EYFS. It may, however, form a valuable part of the educational experience of children throughout the key stage.**

**In the EYFS, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They may be introduced to religious words and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.**

The early learning goals set out what most children should achieve by the end of the EYFS. The six areas of learning identified in these goals are:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development

**The six strands used as the structure to this Agreed Syllabus can be clearly linked to each of the early learning goals.**

Religious Education can make an active contribution to all these areas but has a particularly important contribution to make to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

**These areas are illustrated below:**

## Personal, social and emotional development

Children should have the opportunity to develop a sense of their own identity and be encouraged to celebrate the similarities and differences of others. Children should use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.

Early Learning Goals	Suggested learning experience/activity	Suggested questions in the classroom
<p><b><u>Self Confidence and Self Esteem</u></b> Have a developing awareness of their own needs , views and feelings and be sensitive to the needs, views and feelings of others.</p> <p>Have a developing respect for their own cultures and beliefs and those of other people.</p> <p>Respond to significant experiences, showing a range of feelings when appropriate.</p> <p><b><u>Behaviour and Self Control</u></b> Understand what is right, what is wrong and why.</p> <p>Consider the consequence of their words and actions for themselves and others.</p> <p><b><u>Sense of Community</u></b> Understand that people have different needs, views, cultures and beliefs that need to be</p>	<p>Encourage children to talk about their home and community life, and to find out about other children’s experiences.</p> <p>Invite people from a range of cultural backgrounds to talk about aspects of their lives or things they do in their work.</p> <p>Plan circle times when children can have opportunity to talk about their feelings and support them by providing props such as persona dolls/puppets.</p> <p>Share stories about characters or use puppets that follow or break rules, and the effects of their behaviour on others.</p> <p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others, by sharing and celebrating a range of practices and special events. For example, a teddy bear could have a birthday and a naming ceremony which the children could make choices about, taking each others’ ideas on board.</p> <p>Make a display with the children, showing all the people who make up the ‘community’ of the setting.</p> <p>Provide role-play areas with a variety of resources</p>	<p>What things are special to you?</p> <p>What is special about the work you do? What special things do different people do?</p> <p>How does this make you feel? How do you think he or she feels?</p> <p>What do you think about this?</p> <p>Can you tell me more.....?</p> <p>What can you see that is the same about the people in the display?</p>

<p>treated with respect.</p> <p>Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</p>	<p>reflecting diversity.</p> <p>Talk about groups children belong to.</p> <p>Look at clothes/badges to show belonging.</p> <p>Discuss differences in clothes/language/food as a cause for celebration.</p>	<p>What can you see that is similar?</p> <p>What can you see that is different...?</p> <p>How do you celebrate?</p>
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## Communication, language and literacy

Children should have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.

<b>Early Learning Goals</b>	<b>Suggested learning experience/activity</b>	<b>Suggested possible questions in the classroom</b>
<p><b><u>Language for Communication</u></b></p> <p>Interact with others, negotiating plans and activities and taking turns in conversation.</p> <p>Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.</p> <p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words.</p> <p><b><u>Language for Thinking</u></b></p> <p>Use language to imagine and recreate roles</p>	<p>Plan opportunities which encourage collaborative play and interactions for example: construction, cooking activities, story making through role-play. Help children to talk about and plan how they will begin, what parts each will play and what materials they will need.</p> <p>Through artefacts, stories and music children learn about and discuss important religious celebrations. Introduce new words and explain their meaning.</p> <p>Provide for, initiate and join in imaginative play using role-play and stories, encouraging children to talk about what is happening and to act out the scenarios in character.</p> <p>Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.</p> <p>Help children to identify the main events using a range of stories and to enact stories, as the basis</p>	<p>Encourage the language of negotiation by saying, 'May I...?' 'Will you..?' 'I think that.....'</p> <p>What did you like about this.....?</p> <p>Which character would you like to be and why?</p>



<p>and experiences.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>for further imaginative play.</p>	
<p><b><u>Reading</u></b></p> <p>Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.</p> <p>Retell stories or narratives in the correct sequence, drawing on the language patterns of stories.</p> <p><b><u>Writing</u></b></p> <p>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</p>	<p>Begin to discuss and model ways of finding out information from a range of non-fiction texts.</p> <p>Using a story from a religious tradition, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play. Provide opportunities for children to make marks and 'write' postcards to relatives, friends and people in the community.</p> <p>Explore a variety of scripts.</p>	<p>What can you tell me about this?</p> <p>What can you tell me about this story?</p> <p>What would you have done?</p> <p>What is the same/different?</p>

## Knowledge and understanding of the world

Children should ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.

Early Learning Goals	Suggested learning experience/activity	Suggested possible questions in the classroom
<p><b><u>Exploration and Investigation</u></b></p> <p>Find out about, and identify some features of living things, objects and events they observe.</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Ask questions about why things happen and how things work.</p> <p>Investigate objects and materials by using all of their senses as appropriate.</p> <p><b><u>Communities</u></b></p> <p>Begin to know about their own and other cultures and beliefs and those of other people</p>	<p>Talk about pictures of important family occasions and role-play these.</p> <p>Begin to talk about places of worship and reflect on similarities and differences</p> <p>Having discussed these special places, children learn new words associated with the place, showing respect.</p> <p>Children begin to handle artefacts with curiosity and respect.</p> <p>Extend children's knowledge of cultures within and beyond the setting, for example; videos , photographs, artefacts, inviting visitors from a range of religious and ethnic groups, and visiting local places of worship.</p>	<p>What important family occasions do you have in your family?</p> <p>Why do we behave in certain ways in places of worship?</p> <p>What new things have we found out?</p>

**Creative development.**

Children should have the opportunity to express and communicate, through art, design, music and dance their understanding of their cultures and beliefs and those of others.

Early Learning Goals	Suggested learning experience/activity	Suggested possible questions in the classroom
<p><b><u>Responding to Experiences, Expressing and Communicating Ideas</u></b></p> <p>Express and communicate their ideas, thoughts and feelings by using a wide range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.</p> <p>Respond in a variety of ways to what they see, hear, smell, touch and feel.</p> <p><b><u>Creating Music and Dance</u></b></p> <p>Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</p> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <p>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</p>	<p>Using religious artefacts as a stimulus, encourage children to think about and express meanings.</p> <p>Children share their own experiences and feelings, and are supported in reflecting on them. Children share objects which are special to them.</p> <p>Begin to record artefacts through drawing.</p> <p>Learn songs from different festivals.</p> <p>Recap on key stories in the life of Jesus and Moses or Abraham.</p> <p>Use role-play to improvise a story from a festival.</p>	<p>Tell me about this and why is it special?</p> <p>How does this music make you feel?</p> <p>Can you move in a way that shows how you feel?</p> <p>What is the story telling us?</p>

# Chart showing KS1, KS2, KS3 current content mapped against the strands

Strands	KS1	KS2	KS3
<b>Beliefs, teaching and sources</b>	<p><b>Beliefs –</b></p> <ol style="list-style-type: none"> <li>1. What Christians believe about God and Jesus.</li> <li>2. What Jews believe about God and the Torah.</li> </ol> <p><b>Teachings</b></p> <ol style="list-style-type: none"> <li>1. Stories from the New Testament that tell about Jesus' life and Jesus as a person, a leader and a teacher, including stories to develop the meaning of Christmas and Easter.</li> <li>2. Stories from the Torah including stories about Moses as a person, a leader and a teacher.</li> </ol>	<p><b>Beliefs</b></p> <ol style="list-style-type: none"> <li>1. What Christians believe about God as Trinity.</li> <li>2. What Hindus believe about the Divine and karma.</li> <li>3. What Muslims believe about Allah and Muhammad (pbuh).</li> </ol> <p><b>Teachings</b></p> <ol style="list-style-type: none"> <li>1. Teachings about God and Jesus/ Brahma, Vishnu, Shiva and Shakti/Allah and Muhammad (pbuh).</li> <li>2. Stories and traditions about religious leaders (Jesus/Muhammad (pbuh) or Hindu deities (Rama, Sita, Krishna, Ganesh).</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. The study and treatment of the Bible/ Hindu Sacred texts /Qur'an at home and in the place of worship.</li> <li>2. The Bible/ Hindu Sacred texts /Qur'an as revelation of God.</li> <li>3. The laws that govern aspects of life in the religions being studied.</li> <li>4. The structure and teachings in the Bible/Qur'an/ Hindu Sacred texts.</li> </ol>	<p>NB: diversity of practice within and between religious traditions should be studied</p> <p><b>Beliefs</b></p> <ol style="list-style-type: none"> <li>1. At least two reasons for believing/not believing in God (one from either side).</li> <li>2. At least two significant beliefs from Christianity.</li> <li>3. At least two significant beliefs from Buddhism.</li> <li>4. At least two significant beliefs from Sikhism.</li> <li>5. It would be possible to study at least two significant beliefs from another religion.</li> <li>6. Secular perspectives on issues such as those related to God, the Ultimate, and life after death.</li> </ol> <p><b>Teachings</b></p> <ol style="list-style-type: none"> <li>1. The life and teachings of central authority figures e.g. Jesus/the Buddha/the Sikh Gurus and other figures depending on the further faiths studied.</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. The Bible, Buddhist scriptures (e.g. Dhammapada, Tripitika, Sutras), and the Guru Granth Sahib and other religious texts reflecting the further faiths studied.</li> </ol>

<p><b>Practice and Ways of life</b></p> <p>*</p>	<ol style="list-style-type: none"> <li>1. Learn about Christmas, Easter, Harvest, Shabbat, Pesach, Sukkot and Hanukkah celebrations.</li> <li>2. Rites of passage in Christianity and Judaism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Festivals and celebrations in Christianity/Hinduism and Islam.</li> <li>2. Ceremonies of rites of passage.</li> <li>3. Worship, including prayer, at home and in the place of worship.</li> <li>4. Famous and key religious people within Christianity/Hinduism/Islam.</li> <li>5. To visit a church and one other place of worship.</li> <li>6. Explore a variety of places of worship, including at least two different Christian denominations and the role of the leader in these places of worship.</li> </ol>	<p>NB: diversity of practice within and between religious traditions should be studied.</p> <ol style="list-style-type: none"> <li>1. Practices and their underpinning beliefs reflected in <b>holy times/festivals</b> in Christianity and the other religions studied.</li> <li>2. Practices and their underpinning beliefs reflected in the <b>rites of passage</b> (birth, initiation, marriage and death) in the practices of Christianity and the other religions studied.</li> <li>3. Practices and their underpinning beliefs reflected in <b>prayer/meditation and collective and individual worship</b> in Christianity and the other religions studied.</li> <li>4. Practices and their underpinning beliefs reflected in <b>sacred places, places of worship and sites of pilgrimage</b> in Christianity and the other religions studied.</li> </ol>
<p><b>Expressing meaning</b></p>	<ol style="list-style-type: none"> <li>1. Symbols associated with celebrations, signs and artefacts within a church and in a synagogue.</li> <li>2. The symbols found in a Christian home and in a Jewish home.</li> </ol>	<ol style="list-style-type: none"> <li>1. The symbolism used within Christian/Hindu/Muslim worship and celebration.</li> <li>2. The symbolism used within a church/mandir/mosque.</li> <li>3. The use of art, music and artefacts to explore the significance of symbols to express Christian/Hindu/Muslim ideas.</li> </ol>	<p>NB: diversity of practice within and between religious traditions should be studied.</p> <ol style="list-style-type: none"> <li>1. The role of place and prayer/meditation in a religious person's life.</li> <li>2. Interpretations of symbols from Christianity and the other religions studied.</li> <li>3. The use of creative expression (e.g. poetry, dance, drama, comedy, music, sculpture, painting).</li> </ol>
<p><b>Identity, diversity and belonging</b></p>	<ol style="list-style-type: none"> <li>1. Special people to us and why they are special.</li> <li>2. Belonging to a family and groups, and the community of Christians/Jews.</li> <li>3. The importance of families and communities, relationships with others, the world around them and with God.</li> <li>4. Symbolism of clothes in Christianity and Judaism.</li> <li>5. Worship as an expression of common beliefs in Christianity/Judaism.</li> </ol>	<ol style="list-style-type: none"> <li>1. What it means to be part of a faith community in B&amp;H</li> <li>2. The impact faith communities have on an area.</li> <li>3. The clothes and symbols that identify people as Christians/Hindus/Muslims.</li> <li>4. Teachings about family life and care for others in the world faiths studied.</li> </ol>	<p>NB: diversity of practice within and between religious traditions should be studied.</p> <ol style="list-style-type: none"> <li>1. At least one interaction between two of the principal religions and its impact on contemporary society.</li> <li>2. Inter-faith dialogue and reasons for diversity in religion.</li> <li>3. Codes for living as an expression of community identity.</li> <li>4. Customs, clothing and outward signs of belonging in the religions studied.</li> <li>5. The relationship between religion and society (e.g. secularisation, pluralism, media representations)</li> <li>6. The development of community identity through the historical development of religion.</li> </ol>

<b>Meaning, purpose and truth</b>	<ol style="list-style-type: none"> <li>1. Christian/Jewish beliefs about creation.</li> <li>2. Christian/Jewish beliefs about life and death.</li> </ol>	<ol style="list-style-type: none"> <li>1. A consideration of an individual's growth and development on the journey through life.</li> <li>2. The teachings about charitable giving and work in the world faiths studied.</li> <li>3. The impact of religions ethical traditions and impact on local community.</li> </ol>	<p>NB: diversity of practice within and between religious traditions should be studied</p> <ol style="list-style-type: none"> <li>1. A consideration of ultimate questions (e.g. matters of life and death, the existence of God, problem of evil and suffering, the nature of religion, the relationship between religion and science).</li> <li>2. A consideration of existential questions about an individuals place in and relationship to the wider world.</li> <li>3. At least two significant ethical issues (e.g. forgiveness, human rights and responsibilities, peace and conflict, wealth and poverty, animal rights and the environment) from the perspectives of Christianity and the other religions studied, and an analysis of how the issues raised affect believer's lives.</li> </ol>
<b>Values and commitments.</b>	<ol style="list-style-type: none"> <li>1. Christian/Jewish teaching friendship</li> <li>2 Children's own views on friendship</li> <li>3 Christian/Jewish ideas about right and wrong</li> <li>4 Children's own ideas about right and wrong.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stories about how Jesus/Muhammad (pbuh) inspire others.</li> <li>2. Stories about key people from the Bible/Qur'an or about Trimurti (Brahma, Shiva and Vishnu) and Krishna and how they inspire believers today.</li> <li>3. Stories about inspirational Christians/Hindus/Muslims past and present, how and where they found their inspiration.</li> <li>4. The role and vocation of the leaders of local churches/Hindu communities and Muslim communities.</li> </ol>	<p>NB: diversity of practice within and between religious traditions should be studied</p> <ol style="list-style-type: none"> <li>1. At least one significant twentieth/twenty-first century person from Christianity and at least one from the other religions studied, and an analysis of how beliefs inform a believers' life.</li> <li>2. A consideration of an individual's growth and development on the journey through life and how this is impacted on by their values and commitments.</li> </ol>

# Key Stage Four Programme Of Study

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There is a statutory requirement (Education Reform Act 1988) for all registered pupils to be provided with a course of Religious Education in Key Stage 4 (years 10-11). Schools must therefore provide RE to every student in accordance with legal requirements, except for those withdrawn by their parents. It is a requirement of this Agreed Syllabus that RE must be taught through accredited qualifications so that each school must provide for all students aged 14-16, at least one course in RE or RS leading to a qualification under Section 96 of the Learning and Skills Act 2000.

## Programme of Study at KS4

Any accredited course leading to an accredited public examination that reflects progression from KS3. This may be Entry Level Qualification or a Short or Full Course GCSE in RS.

Amazing depth and complexity are developed here by the overlay and interplay of different religions.

The learning is profound, and the expression itself becomes a demonstration of empathy.



# Religious Education 16 - 19

## Programme of Study

The Religious Education Provision for students aged 16-19 attending schools and colleges under School Regulations is designed to meet the aims of RE through the two attainment targets. The programme of study should build on learning opportunities and experiences gained in KS4.

Throughout their period of time in the sixth form, students should be provided with the following learning opportunities and experiences.

- Investigate and evaluate the influence of religion upon a particular society, including the impact of individuals, the community and the religion's history and tradition
- Investigate the application of moral and religious principles to particular issues in human life, at personal, national and international levels
- reflect upon and express views upon the place of religious belief and practice in contemporary society
- Consider and express views on religious and secular approaches to meaning and purpose in life held by notable individuals and various groups
- Evaluate a contemporary expression of religious belief with particular reference to a new religious movement in Britain or the wider world
- Investigate and evaluate how religious and secular beliefs affect people's behaviour in the context of personal and social matters.

## Methods of Delivery

There are a number of differing ways in which RE can be included in the 16-19 curriculum. Schools will need to decide the most appropriate way to deliver the programme of study. However, in implementing the requirements for RE in the 16-19 entitlement curriculum, the following principles should be considered:

- a. The method of delivering religious education should make a relevant contribution to the sixth form curriculum.
- b. The arrangements should be such that sixth formers themselves appreciate the positive contribution RE is making to their education.
- c. The learning should represent progression from KS4.

It is possible to consider at least six models by which RE can be programmed into the sixth form curriculum.

1. A set period of time each week. This would be timetabled and students would follow a taught course.
2. Within an examination course, i.e. Religious Studies, Theology, General Studies at AS or A2 level.
3. As a module within a general or core course such as General studies or Humanities
4. As a regular termly day or half day conference covering a theme within the study programme
5. As a personal study with supported guidance. Students would produce coursework arising from a supported self-study
6. As a certificated course such as Diploma.



# List of Abbreviations and Key Terms

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<b>A2</b>	The examination normally taken at year 13 as final examination
<b>AfL</b>	Assessment for Learning
<b>APP</b>	Assessment for Pupil Progress
<b>AS</b>	Agreed Syllabus
<b>AS</b>	The examination level between GCSE and A2
<b>AT</b>	Attainment Target
<b>ATL</b>	Attainment Target Level
<b>AT1/LA</b>	Attainment Target 1 (learning about religion and belief)
<b>AT2/LF</b>	Attainment Target 2 (learning from religion and belief)
<b>DfE</b>	Department of Education
<b>ECM</b>	Every Child Matters
<b>EYFS</b>	Early Years Foundation Stage (Reception)
<b>FS</b>	Functional Skills – English, Mathematics and ICT
<b>G&amp;T</b>	Gifted and Talented
<b>ICT</b>	Information and Communication Technology
<b>KS1</b>	Key Stage 1 (years 1 and 2, children aged 5+)
<b>KS2</b>	Key Stage 2 (years 3 to 6, children aged 7+)
<b>KS3</b>	Key Stage 3 (years 7 to 9, children aged 11+)
<b>KS4</b>	Key Stage 4 (years 10 and 11, children aged 14+)
<b>KS5</b>	Key Stage 5 (years 12 and 13, children aged 16+)
<b>LA</b>	Local Authority
<b>NC</b>	National Curriculum
<b>P4C</b>	Philosophy for Children
<b>P Levels</b>	Performance Descriptions
<b>PoL</b>	Programme of Learning

**PLTS** Personal, Learning and Thinking Skills

**PRINCIPAL WORLD RELIGIONS** Christianity, Judaism, Islam, Buddhism, Sikhism, Hinduism

**PSHEe** Personal, Social and Health Economic Education

**QCDA** Qualifications and Curriculum Development Authority

**SACRE** Standing Advisory Council on Religious Education

**SEAL** Social, emotional aspects of learning

**SEN** Special Educational Needs

**SoW** Scheme of Work

**SRE** Sex and Relationships Education

**SMSC** Spiritual, Moral, Social and Cultural development

**SSA** Special skill and aptitudes



# Acknowledgements

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## **Agreed Syllabus Conference Members**

**Rev Derek Bastide (Chair)**

**Lesley Mason**

**Jeremy Taylor**

**Laura Wells**

**Michael Hickman**

**Alice Tuckett**

**Father David Smith**

## **Primary Teachers working party members**

**Alice Tuckett**

**Laura Wells**

## **Secondary Teachers working party members**

**Jeremy Taylor**

**Samantha Goodyear**

**Jeremy Holton**

## **Clerk to SACRE present at ASC meetings**

**Tess Gill**

## **RE Adviser to SACRE and ASC**

**Susan Thompson**

