

Brighton & Hove City Council

# **Agreed Syllabus for Religious Education (RE)**

March 2018

"I love learning about other people and the things they believe. In RE lessons we can think about what we believe"

**Pupil, Brighton & Hove School**



**Brighton & Hove  
City Council**

# Foreword

It gives us great pleasure to introduce the Brighton & Hove Agreed Syllabus for Religious Education 2018.

This updates and replaces the 2011 Syllabus. Brighton & Hove Standing Advisory Council for RE (SACRE) and Brighton & Hove City Council are clear that RE has a vital contribution to make to the curriculum in Brighton & Hove schools.

Our world is increasingly diverse and we must have both knowledge and understanding to make sense of what is happening and also to appreciate how the past has shaped the present and helps us learn lessons for the future. An effective RE programme of study will enable pupils and students to have the knowledge, understanding and skills necessary to hold balanced and informed conversations about religions and worldviews. It will encourage them to show respect for others and to promote community cohesion across our city.

In addition, RE is an academic subject in its own right and we hope that Brighton & Hove schools are able to use this syllabus to plan and deliver quality teaching and learning in this subject. We also hope that schools will share practice and resources through Brighton & Hove's online portal.

Our thanks go to our fellow members of the Brighton & Hove Agreed Syllabus Conference; to SACRE, to the consultants we worked with and to the BHCC staff who support SACRE. There is a lot of inspiring religious education teaching and learning taking place in Brighton & Hove and it is our hope is that the new Syllabus and other work by SACRE will cement and extend this excellent work.

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# 1 Introduction and context

## 1.1 Introduction

The world of education is subject to debate, discussion and change and this is true for Religious Education. Over the last few years there have been a number of documents published about Religious Education which, along with the current Commission on Religious Education, will inform the Agreed Syllabus of the future. As a result, this edition is a 'light touch' review of the 2011 Agreed Syllabus.

There are also a number of developments taking place nationally to support good practice in RE and new resources being published such as *Understanding Christianity* (See Appendix 12), which will help schools fulfil the requirements of this syllabus and support schools in raising the standard of RE. It is hoped that schools will use these resources to support the delivery of the RE curriculum.



This syllabus provides the legal framework for the teaching of RE in Brighton & Hove schools, but also includes guidance on how to use the syllabus, in order to make best use of locally and nationally developed materials and resources. It is also designed to be used in conjunction with Brighton & Hove City Council's, *Faith and Belief in Educational Settings – a guide 2016*<sup>1</sup> which provides detailed information on faith and belief systems, as well as guidance on supporting children and young people from faith backgrounds in schools.

All schools need to ensure they meet the requirements of this syllabus to provide a high quality Religious Education curriculum that will make a significant contribution to the development of a cohesive and compassionate society.

## 1.2 The purpose of the Brighton & Hove Agreed RE Syllabus

The purpose of this syllabus is to:

- establish the entitlement for all pupils and students in Brighton & Hove to a religious education independent of their faith or background which contributes to the development of the knowledge, understanding, skills and attitudes necessary for their self-fulfillment and their development as active and responsible citizens. Whilst parents may withdraw their children from this entitlement it is expected that few, if any parents and carers, will wish to withdraw their children from this entitlement. It is the expectation of the Brighton & Hove SACRE (Standing Advisory Council on Religious Education) that school staff will talk to parents and carers to ensure they understand the purpose, aims and value of RE before taking any decision to withdraw their children
- establish a high standard of RE in all schools
- promote continuity and progression. It facilitates the transition of pupils and students between schools and cross phases of education by setting out clear requirements. The syllabus also provides the foundation for further study and learning
- promote public understanding of RE. SACRE monitors the RE curriculum working with schools, Dioceses and faith communities. The syllabus will promote public understanding of the work of schools throughout Brighton & Hove in RE and encourage others to participate in enriching the process of providing RE.

<sup>1</sup> Faith and Belief in Educational Settings – a guide, Brighton & Hove City Council, 2016

### **1.3 Principles which underpin the Brighton & Hove Agreed Syllabus**

Brighton & Hove SACRE agrees that effective, high quality RE:

- enables pupils to hold balanced and informed conversation about religions and worldviews and as such is valued by all in the school community as an important contributor to a broad and balanced curriculum and one which promotes community cohesion
- is a partnership between home, community and school
- is given sufficient curriculum time to cover the breadth and depth of the themes outlined in the agreed syllabus
- uses active learning methods
- is rigorously planned, assessed and evaluated in line with other Humanities subjects
- is taught by professionals who are trained, knowledgeable and skillful
- is based on legal requirements and provides an appropriate balance between and within Christianity, other principal religions, other religious traditions and secular worldviews
- includes visits to places of worship and invites members of faith communities to contribute to lessons
- ensures pupils and students develop an understanding of concepts and mastery of skills to make sense of religion, belief and secular worldviews
- provides opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience
- provides opportunities for pupils to recognise that those who do not hold religious beliefs have their own philosophical perspectives and that there will be many shared values between groups
- maximises cross-curricular links
- does not seek to persuade pupils or students to adopt any particular belief.

### **1.4 The importance and value of Religious Education**

All children and young people need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape our shared history and culture but which guide their development. The modern world needs young people who are confident in their own beliefs and values, so that they can respect the religious and cultural traditions of others.

The status of RE is sometimes low within school communities and therefore school staff will need to work with pupils and students to promote RE as a curriculum subject. RE undoubtedly supports pupils and students for life in the 'modern world'. In addition it develops the following skills:

- Clear and logical thinking
- Critical evaluation
- Literacy and expression
- Negotiating
- Organising
- Planning
- Problem solving
- Research

GCSEs which develop critical thinking, problem solving, a curiosity about the world, communication and teamwork skills, alongside broad study skills, are excellent preparation for the study of A levels and BTEC L3 courses. Although Religious Studies provides an excellent platform to study all manner of subjects, they relate to certain themes very well within subject groupings:

- Sciences, Maths and Computing – ethics within environment, medicine, technology and engineering
- Humanities, Languages, Business – social, moral and political awareness
- Creative, performing and media arts – enriching ideas and projects on social, global, local and community projects
- Sports – community activity and communication skills for coaching.

For those studying RE at higher levels it could lead to a range of careers including teacher, charity worker, counsellor, advice worker, roles in the civil service and more.



“Learning about religion is important because you need to know about different beliefs so we can understand it and accept it without being rude or making people feel uncomfortable.”  
**Student, Patcham High**

## 2 Aims and objectives for Religious Education

### 2.1 The aims of RE

Good Religious Education inspires pupils to ask challenging questions about the meaning and purpose of life, beliefs about God and ultimate reality, issues of right and wrong and to consider what it means to be human. Pupils have the opportunity to learn about and learn from different religions and worldviews considering the value of wisdom from different sources and developing their own thoughts and insights. *Religious Education Council, Review of RE, 2013.*

Effective teaching of Religious Education develops the systematic knowledge and understanding of religions and worldviews enabling pupils and students to:

- develop knowledge and understanding of Christianity and other principal religions and worldviews
- develop insight and understanding of key religious beliefs, teachings and practices, forms of expression and the influence of religion on individuals, families and communities
- learn from the diversity of religious beliefs and worldviews
- ask meaningful questions about the meaning and purpose of life, the nature of reality, questions of right and wrong and the being of God
- develop their sense of identity, affirming their own faith or search for meaning
- flourish as individuals, within communities and as citizens in a plural society and global community.

RE therefore plays an important role in the personal development of pupils and students as they grow from children into adulthood. RE enables pupils and students to become 'religiously literate' individuals who:

- have a deep understanding and insight into the nature of religions and beliefs
- know how religion and belief impacts on the lives of believers and wider society
- are confident to articulate and express their own views and beliefs whilst showing respect and understanding of others
- re motivated to explore ultimate questions about meaning, purpose and truth
- can engage positively with religions and beliefs in a diverse and global world.



## **2.2 The objectives for RE in Brighton & Hove are to:**

- stimulate pupils and students to ask and explore challenging questions
- encourage pupils and students to explore their own identities, beliefs and become religiously literate adults
- enable pupils and students to value both commonality and diversity present in the world through gaining an understanding and respect for the main world religions and secular world views
- prompt pupils and students to consider their responsibilities to themselves and others.

## **2.3 Religious Education in the school curriculum and its support for wellbeing**

All state schools must teach Religious Education. The national curriculum provides the legal requirement for all schools to offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils and students and which prepares them for the opportunities, responsibilities and experiences of later life. RE is uniquely placed to offer distinctive opportunities to promote the spiritual, moral, social, cultural, physical and intellectual development of pupils and students; placing specific emphasis on pupils and students valuing themselves and others, the role of family and community in religious belief and activity, on the celebration of diversity in society through understanding similarities and differences and on human stewardship of the earth. Religious Education also recognises the changing nature of the world around us and the influence of religion locally, nationally and globally. It aims to promote religious understanding, discernment and respect and to challenge prejudice and stereotyping. In addition, RE promotes and supports many values of the school curriculum, such as values of truth, trust, commitment, patience, forgiveness, courage, responsibility, reconciliation, acceptance, hope, justice, equality, freedom and respect for all.

RE contributes to pupil and student well-being including supporting them in staying safe by for example:

- highlighting the importance of developing good relationships and respecting differences between people
- developing learning about the diversity of religious and ethnic groups
- developing awareness of the destructive power of prejudice, racism, offending behaviour and bullying, including key teachings from religions and belief systems on these issues
- considering the influence of positive role models and what can be learned from negative stories and events
- encouraging pupils and students to take responsibility for who and what they are
- exploring how in religions and beliefs people took (and take) risks to highlight their beliefs and values.

Therefore RE contributes significantly to school duties to promote Community Cohesion, Spiritual, Moral, Social and Cultural development, British Values, safeguarding and to provide a broad and balanced curriculum.



### 3 Legal Requirements of RE

RE must be taught by all state-funded schools. It is part of the basic curriculum but not the National Curriculum. All registered pupils and students in maintained schools must be taught Religious Education, except those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over). Please see the summary of the statutory position below.

The Place of RE in the curriculum	RE is a statutory part of the basic curriculum and must be taught to all registered pupils and students in maintained schools, including those in the sixth form, unless withdrawn by parents or by themselves if aged over 18. This does not apply to children below compulsory school age and so does not apply to nursery classes in maintained schools.
Local Authority maintained schools without a religious character	Local authority maintained schools without a religious character must follow the locally agreed syllabus
Voluntary Aided (VA) Schools with a religious character	In Voluntary aided (VA) schools with a religious character Religious Education is the responsibility of the governing body and RE should be provided in accordance with the trust deed or religious designation of the school, unless parents request RE in accordance with the locally agreed syllabus. The Diocesan Board of Education for Chichester recommends Church of England VA schools follow the Brighton & Hove Agreed Syllabus supplemented by material from the national Church of England Education Office and Diocese of Chichester. It is the expectation of the Diocese of Chichester that all VA Church of England schools in Brighton & Hove will implement 'Understanding Christianity' to help deliver the requirements of this syllabus. Brighton & Hove Roman Catholic VA schools are required to follow the Diocesan guidelines from the Diocese of Arundel and Brighton.
Voluntary Controlled (VC) and Foundation Schools	Foundation schools and voluntary controlled schools with a religious character should follow the Agreed Syllabus unless parents request a denominational one in line with the Trust deeds of the school.
The LA and SACRE	Each local authority is responsible for the production, adoption, implementation and review of the Agreed Syllabus and must produce a document which sets out what pupils will be taught. SACRE has the responsibility to monitor and review RE in the LA.
Special Schools	RE in special schools shall be taught, as far as is practicable, in accordance with the Agreed Syllabus.

Academies and Free Schools	All academies have to provide RE for all their pupils and students under the terms of their Funding Agreement with the Secretary of State. Free schools are academies in law and have the same requirement to provide RE and collective worship. The type of RE specified in the Funding Agreement depends on whether the academy has a religious designation, and, for converter Academies, on whether the predecessor school was a VC, VA or foundation school. Academies may use the locally agreed.
Religions covered	RE 'shall reflect fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' [Education Act 1996, ch 56, section 375, (3)]. Guidance from government states that the breadth of RE will include the 6 principal religions of the UK and non-religious worldviews
School governors	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.
RE and the right of withdrawal	<p>Legislation allows parents a right of withdrawal from all or part of RE on the grounds that they wish to provide their own religious education.[School standards and Framework Act 1998 S71 (3)] (For further information refer to the Non-statutory guidance for RE published January 2010 (<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf</a>)).</p> <p>The parent or carer should write to the Head teacher 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. Teachers have the right to withdrawal from teaching RE unless specifically employed to teach or lead RE. Where a request for withdrawal is made the school must make alternative provision for pupils to be taught RE.</p>

"I like asking 'Why?' questions in RE."  
**Pupil, Hove Juniors**

## 4 Implementing the Agreed Syllabus for RE

### 4.1 Introduction

This syllabus enables schools to review the content, quality and profile of RE within their school. It is important that schools understand and comply with the statutory requirements of the syllabus. School leaders and teachers should therefore make sure they are clear about the purpose of RE and the aims of this syllabus and the content to be covered. The appropriate programmes of study should be the basis for developing the school's RE curriculum. It is important to check that the requirements for the religions to be studied are met.

### 4.2 Curriculum time

Schools should allocate sufficient time to deliver RE successfully and to a high standard, enabling all pupils to make progress in developing their knowledge, understanding and associated skills. It is important to provide the time for pupils to explore the content in sufficient depth. The expectation is that a minimum of 5% of curriculum time should be allocated to RE in school. This equates to the following:

Age Group	Curriculum Time
Reception	36 hours per year integrated into relevant strands of the EYFS
Key Stage 1	36 hours per year
Key Stage 2	45 hours per year
Key Stage 3	45 hours per year
Key Stage 4	Short course GCSE or non-examined course: a minimum of 1 hour per week. Full course GCSE equal time to other Humanities GCSE subjects
Key Stage 5	Minimum of 20 hours per year for core RE

RE can be delivered in weekly lessons or through blocked sessions and RE days. In Reception, RE can be delivered through a mixture of short sessions and continuous provision.

The Non-Statutory Guidance 2010 states:

‘Schools should weigh the advantages of regular coherent provision, say every week, against those of a more flexible provision when more time can be allocated in one week, term or year than in another, as long as the programme of study required by the agreed syllabus is covered. **They need to ensure that their RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving the RE learning outcomes.**’

### 4.3 Inclusion and equality of entitlement

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

Learning should build on and be enriched by the different experiences brought to the subject by the pupils and students themselves. Effective inclusion should be based on

“I like learning about the different places people go to worship and seeing how they are all so similar in some ways, but completely different too. It mirrors our own beliefs.”

**Year 4 Pupil, Mile Oak Primary**

setting suitable learning challenges, responding to pupils’ and students’ diverse needs and overcoming potential barriers. It should enable all pupils and students to fulfil their potential through incorporating a wide range of teaching and learning styles. Whatever the needs are of the pupils and students 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 and students 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. 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 students and use the Agreed Syllabus as the basis for their planning as far as possible.

For the most able pupils and students RE provides opportunities to develop and apply knowledge, understanding, skills and processes for example critical thinking, interpretation, insight, reflection, synthesis. RE should provide the opportunity for the most able to demonstrate high levels of understanding, insight, discernment and mature reflective thinking. Pupils and students should also explore philosophical approaches, develop thinking skills and engage with story, symbol, metaphor, allegory and its approach to making meaning.

#### **4.4 Timescale for implementation**

Schools should plan an appropriate timescale in which to implement this revised Agreed Syllabus. All staff should be familiar with the syllabus and its requirements and school leaders should ensure that they are supporting the professional development of RE subject leaders and teachers. Any revisions and adaptations made to RE provision should be shared with the governing body and other interested groups.

#### **4.5 Curriculum planning**

Schools should ensure that they audit their current practice and review their long-term RE plan. The long term plan should incorporate the specific RE content to be covered as outlined in this syllabus and provide coherent and structured learning within each age phase, across age phases and at key transition points. Although there is a lot of overlap with the previous syllabus, the curriculum map and accompanying schemes of work, should be reviewed and adjusted to ensure clear progression.

This syllabus advocates adopting an enquiry approach for RE. Each enquiry unit should be based around a key enquiry question and a structured learning journey which will enable pupils to:

- **Make sense of beliefs** - know about and understand the key concepts and beliefs of religions and worldviews and their sources of authority

- **Understand the impact** - explore how people express their faith and beliefs
- **Make connections** - reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth, making connections to their own lives and deepening their understanding of the world around them.

The planned programme should ultimately meet the objectives for religious education in Brighton & Hove.

#### 4.6 Using the Enquiry Cycle Approach

The Religious Education Council National Curriculum Framework for RE expresses the purpose of RE in three aims:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy skills needed to engage seriously with religions and worldviews.

When planning RE to meet these aims the Expert Advisory Group (EAG) guidance stresses the importance of balancing enquiry, content and curriculum design.

As recognised in 2013 Ofsted report, 'Realising the potential,' and 2014 National Society report 'Making a difference,' enquiry is a key feature of good RE. Indeed, where RE is most effective enquiry is based at the heart of learning. Therefore schools should develop a well-defined and systematic approach to using enquiry in RE.

#### The Enquiry Cycle

The enquiry cycle enables pupils and students to deepen their understanding, make connections and use higher level thinking skills.

An enquiry cycle involves a sequence of 5 steps:-

- Engage
- Enquire
- Explore
- Evaluate
- Express

"When we think about what God means it gets really interesting because there are lots of ideas."

**Pupil, Hove Juniors**

These 5 steps should give teachers some ideas for how the core knowledge for the area being studied might be translated into a sequence of learning.

#### Engage

A stimulus is offered to engage and excite pupils and students in the key religious concept. For example; a piece of art, an artefact, a video clip. Whatever the activity, the aim is to draw children into thinking about the key concept by relating it to their own experiences and current knowledge. As pupils and students engage, they should begin to unpack the meaning and significance of the key concept.

#### Enquire

In the enquiry stage, the teacher and pupils and students construct the question that they will explore and answer in the unit of work. Effective enquiry approaches to promoting questioning and discussion about the religious material will dictate the learning that will

take place during the unit of work. This can deepen and extend pupils' and students' investigation into religion, building the skills of an effective argument.

Here the assessment criteria should also be introduced so that pupils and students are clear about where the learning is going and the purpose of study.

### **Explore**

At this stage of the cycle the main teaching and learning takes place, as the children are taught and investigate the key ideas underpinning the enquiry questions. The outcomes should involve interpreting texts, provide opportunities for extended writing and sustained research and enable pupils to 'dig deeper.' This allows pupils and students time to gather information and to start drawing conclusions, before asking them to reflect on or apply their learning. At this point, the focus on learning is mainly on learning about religion.

Regular reference should be made, over the course of a series of lessons, to the main enquiry question.

### **Evaluate**

Here pupils and students are given the opportunity to reflect upon their learning. This reflection should be based on the key concept and should involve critical thinking skills as well as shaping more personal views and responses. This links to learning from religion. At this evaluation stage, pupils and students should be given the opportunity to engage in robust discussions with each other, to help shape their own views and opinions. This enables them to reconsider their initial thinking and to extend their enquiry and questioning as they begin to see new levels of possibility.

This stage of the cycle is where a summative assessment activity might be set. However the 'express' part of the cycle is also a very important assessment opportunity.

### **Express**

Where RE is highly effective, opportunities for creativity are integrated within the process of enquiry, and arrive directly from pupils' and students' engagement with religious materials, enabling them to deepen their understanding and to present their findings in an original way. Through these tasks children should be able to demonstrate their insight and discernment about the key concept studied.

## **4.7 Planning enquiry units from the Programme of Study**

The enquiry approach should be embedded in RE learning and not be a 'bolt on'. Each enquiry unit should be based around a key enquiry question and structured learning journey. The key question should inform the planning and learning, so that all activities develop a depth of understanding of the key question and the different answers to it.

Within each enquiry unit should enable pupils to:

- **Make sense of beliefs** - know about the key concept/belief of the religion/worldview being studied and their sources of authority
- **Understand the impact** - explore how people express their faith and belief
- **Make connections** - reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth, making connections to their own lives and deepening their understanding of the world around them.

### **Planning Steps:**

1. Select the unit according to the school's revised long term RE plan. If units are not expressed as questions, reformulate as a key enquiry question.
2. Think carefully about how you will engage pupils and students with the core concept/ big idea in the enquiry. You need to make the connection between the core concept/big idea and children's own experience.
3. Develop the key enquiry question. Ensure that the key question is focused on a concept/big idea. The key enquiry question may be established for you, if for example, you use a published resource such as 'Understanding Christianity' or may involve you and your class formulating it. If the former, you should spend time involving pupils and students in generating supplementary questions which will enable them to answer the key question. In order to generate high quality questions pupils and students will need to be engaged with the core concept/big idea.
4. Establish the core knowledge that is to be covered in the enquiry unit. Make sure you are clear about what needs to be taught. Think about the core knowledge and specific vocabulary that children will need to learn.
5. Formulate the learning outcomes. This will include specific core knowledge and broader outcomes/ wider skills which will relate to beliefs and key concepts, how people express their faith based on their beliefs and to skills used when pupils and students demonstrate their learning from religions and worldview.
6. Think about the essential information that you will need to cover in order to teach the enquiry unit to a high standard. Make use of additional resources.
7. Plan a learning sequence that will best help your pupils and students to meet all the learning outcomes and understand the core knowledge contained within the unit.
8. Develop a set of activities that pupils and students will undertake to answer the key enquiry question and additional questions. It is during the 'explore' phase that most of the learning will take place. The activities need to involve different teaching and learning strategies. The primary focus here is on learning about religions and beliefs and should always refer back to the core concept/ big idea.
9. Build in the opportunity to evaluate the learning that has taken place. This stage should enable pupils and students to demonstrate their knowledge and understanding of the religions and worldviews studied in the enquiry unit and to reflect on and share what they have learned from them.
10. Provide an opportunity for pupils and students to express their insight and understanding of the big idea/concept, reflecting their own ideas and experiences. This activity/series of activities should enable pupils to answer the key question through creative expression such as music, art, drama, discussion, dance, presentation etc.

## 4.8 Assessment

By the end of each key stage, pupils and students are expected to know, apply and understand the knowledge, skills and processes specified in the relevant programme of study.

Schools are required to keep records on religious education for all pupils and students unless they have been withdrawn by their parents or carers. Schools should update these records at least once a year. Decisions about how to assess and record progress are for schools to consider, based on the context and needs of their pupils but assessment and record keeping should be manageable and meaningful. This syllabus requires schools to develop their own assessment framework which should be in line with the assessment frameworks for other subjects.

The assessment framework should:

- support teachers' planning and enable teachers to pinpoint aspects of the curriculum where pupils are falling behind or making exceptional performance
- enable teachers to measure whether pupils are on track to meet expectations
- enable teachers to report regularly to parents/carers and other schools, providing information about a pupil's strengths and weaknesses and progress.

Good assessment practice should include both formative and summative assessment. Formative assessment evaluates knowledge and understanding on a day-to-day basis and is used to inform teachers' planning (adapting enquiry units and/or lesson plans). Summative assessment is used to evaluate how much a pupil or student has learned and understood at the end of a unit of work.

The enquiry approach builds in both formative and summative assessment opportunities. During the 'explore' phase, learning will refer to the key enquiry question and sessions are likely to end with the opportunity to reflect on key learning. Strategies for formative assessment could include: targeted question and answer sessions, marking of work, observations, discussions with pupils, quick 'recap' activities and quizzes.

The 'evaluate' and 'express' phases lend themselves to activities which can be used as summative assessment opportunities. In these phases pupils and students are encouraged to reflect on what they learned and understood during the enquiry unit in answering the key enquiry question. Activities provide pupils with the opportunity to reflect more deeply on the learning within the unit and to demonstrate their insight and understanding in many creative ways. Summative assessments could also take the form of specific end of topic assessment activities and more formal tests.

In developing an RE assessment framework schools should consider the following questions:

1. What is the normal expectation for progress in RE for pupils and students aged 5-14?
2. How will skills that have been developed alongside the knowledge base specified in each enquiry unit be demonstrated and recorded?
3. How do the expected outcomes of each unit plan relate to the varieties of achievement in any class or age group?
4. Does the planning ensure pupils can demonstrate evidence of their learning and progress?
5. How will assessment tasks be used to track progress and raise standards?



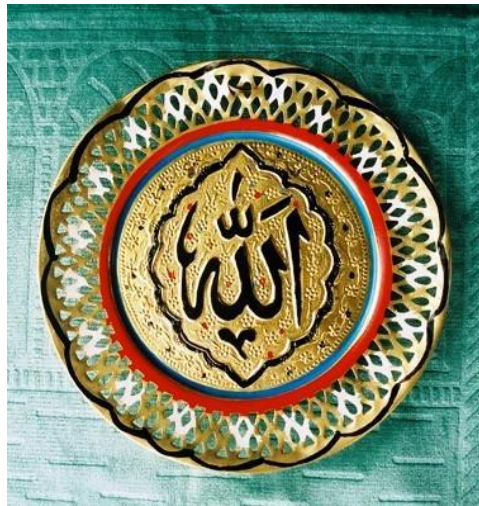
#### 4.9 Tracking Progress

The 'Eight Steps Up' approach was developed by the RE Council and provides clear progress steps which can be used to track pupils' progress. Where adequate time is allocated to RE the majority of pupils are expected to work at Steps 1 - 3 in Key Stage 1, Steps 2-5 at Key Stage 2 and steps 3-7 and Key Stage 3. The expected attainment for the majority of pupils would be Step 2 at age 7, Step 4 at age 11 and Step 6 at age 14.

The three pyramids outlined in Appendix 3 have clear steps for:

- Making sense of beliefs
- Understanding the impact
- Making Connections

and provide a summary of skills and learning which fit with the aims of this syllabus and can be applied to all the religions and worldviews incorporated into the programmes of study.



"I like RE because you learn about other people's views and you learn how to accept people. Another reason I like it is you can use advice and discover whether or not you are religious." **Student, Patcham High**

## 5 The Syllabus – the content for Religious Education

Children and young people should have the opportunity to:

- learn about religion and belief and learn from religion and belief (for more guidance on this and the thematic approach please go to Appendix 1)
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

This syllabus, like the previous one is structured around key themes. These six themes all provide pupils with the opportunity to:

- **Make sense of beliefs** - know about and the key concepts and beliefs of religions and worldviews and their sources of authority
- **Understand the impact** - explore how people express their faith and beliefs
- **Make connections** - reflect on their learning about religion by asking thoughtful and challenging questions about meaning, purpose and truth, making connections to their own lives and deepening their understanding of the world around them.

### 5.1 Breadth of Study

Key Stage	Religions to be studied (minimum requirement)
Early Years Foundation Stage (EYFS)	Mainly Christianity with some reflection of the religions in the school community
Key Stage 1	Christianity and Judaism
Key Stage 2	Christianity, Islam and Judaism, with at least one of Sikhism, Buddhism or Hinduism or secular worldviews
Key Stage 3	Christianity, Buddhism and Islam and secular worldviews, with at least one of Hinduism, Judaism or Sikhism being developed further regarding the history and nature of religion
Key Stage 4	Students should study a number of religions as specified in the GCSE short or full course specification being followed or a non-examined course that includes religion, philosophy and ethics and drawing upon content from current GCSE specifications.
Key Stage 5	A study of religion through a study of e.g. philosophy of religion, sociology of religion or a religious issue, psychology or anthropology of religion

What is outlined above is a minimum requirement. Schools should use their understanding and knowledge of the religions and worldviews represented in the school and wider community when planning which religions or world views to focus on. It is possible therefore for schools to study more religions than those specified above. Examples may be drawn from other religions such as Baha'i, the Chinese traditions, Jainism, primal and

traditional religions, and Zoroastrianism, bearing in mind the context of both the local and the wider community.

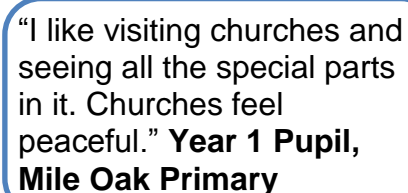
Pupils and students will have additional opportunities to reflect on other religions and secular worldviews (humanism for example) through assemblies and other cross-curricular learning opportunities aimed at spiritual, moral, social and cultural development. Although RE and the daily act of collective worship have links with each other, they are distinct and separate activities. They both contribute to the spiritual, moral, social and cultural development of pupils, but in different ways. Collective worship is not part of the 'taught day' and cannot be considered as part of the RE provision.

## 5.2 Programme of Study in the Early Years Foundation Stage

RE is non-statutory for pupils in nursery. However, there are many examples of good practice in early years' settings and teachers are welcome to incorporate appropriate RE materials into children's learning experiences. Learning should start with children's own experiences and provide hands-on activities which could be linked to topics such as myself, special things, special people, special stories and books, friendship, the world around us.

Religious education is compulsory for all pupils of reception age and should be taught according to the programme of study and line with the coverage specified in this syllabus.

Pupils should encounter religions and worldviews through special people, books, times, places and objects. They should listen to and talk about stories and be introduced to subject specific words. They should be provided with the opportunity to experience religion; using artefacts and visiting places of worship. Learning should involve using all five senses to explore beliefs, practices and forms of expression and pupils should have active times making and doing things, as well as quieter times to reflect on their own feelings and experiences. They should be encouraged to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live and to ask challenging questions. Pupils should begin to use ICT to explore religious beliefs and practices in their local and wider community.



"I like visiting churches and seeing all the special parts in it. Churches feel peaceful." **Year 1 Pupil, Mile Oak Primary**

In line with guidance from the DfE, RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils. For further guidance please see Appendix 11.

### Communication and language:

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- talk about how they and others show feelings
- develop their own narratives in relation to stories they hear from different traditions.

### **Personal, social and emotional development:**

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- think and talk about issues of right and wrong and why these questions matter
- respond to significant experiences showing a range of feelings when appropriate
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others
- have a developing respect for their own cultures and beliefs, and those of other people
- show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the world:**

- children talk about similarities and differences between themselves and others, among families, communities and traditions
- begin to know about their own cultures and beliefs and those of other people
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

### **Expressive arts and design:**

- children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings
- respond in a variety of ways to what they see, hear, smell, touch and taste

### **Literacy**

- children are given access to a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

- children recognise, create and describe some patterns, sorting and ordering objects simply.

<b>RE Content</b>	<b>Possible Key Enquiry Questions (Non Statutory)</b>
<b>Special people</b>	What people are special? Why is Jesus a special person for Christians? How do we care for other people?
<b>Special books</b>	What stories are special? What stories are special for Christians? What special stories did Jesus tell? What are special stories for a.... [Link to other religions and worldviews within the school community].

<b>Special times</b>	What times are special? What is special about ... [Christmas/ Easter/ Harvest] for Christians? What special times do Christians celebrate? What special times are celebrated in our school/community? [Link to faiths in local school/community]
<b>Special Places</b>	What makes our world a special place? How can we look after our special world? What places are special in our .... [village/town/community] Why is our church a special place?
<b>Special objects</b>	What is special in our church? What is special in our school? What is special to me?

### 5.3 Programme of study for Key Stages 1-3 mapped against the six themes for RE

What is outlined in the programme of study is a minimum requirement. Schools should use their understanding and knowledge of the religions and worldviews represented in the school and wider community when planning which religions or world views to focus on. It is also possible therefore for schools to study more religions than those specified above. Examples may be drawn from other religions such as Baha'i, the Chinese traditions, Jainism, primal and traditional religions, and Zoroastrianism, bearing in mind the context of both the local and the wider community.

For more guidance on the six themes for RE please go to Appendix 1.



Themes	KS1 – minimum requirements	KS2 – minimum requirements	KS3 – minimum requirements
<b>1. 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 and sources</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.</li> <li>2. What Muslims believe about Allah and about Muhammad (PBUH).</li> <li>3. What Hindus or Sikhs or Buddhists believe about the concept of god or deity</li> <li>4. Faith beliefs about the creation of the world</li> </ol> <p><b>Teachings</b></p> <ol style="list-style-type: none"> <li>1. Teachings about Old Testament Prophets /God and Jesus /Allah and Muhammad (PBUH).</li> <li>2. Central teachings or concepts of chosen religion for example Karma and reincarnation</li> <li>3. Stories and traditions about religious leaders: e.g. Jesus, Muhammad (PBUH), Buddha, Guru Nanak 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 relevant sacred texts at home and in the place of worship.</li> <li>2. The laws that govern aspects of life in the religions being studied.</li> <li>3. The structure of and teachings in the Bible.</li> </ol>	<p><b>Beliefs</b></p> <ol style="list-style-type: none"> <li>1. Beliefs from Christianity and the other religions and worldviews studied including: <ul style="list-style-type: none"> <li>• Nature of God / gods.</li> <li>• Arguments for and against God's existence.</li> <li>• Creation and beliefs about the world.</li> <li>• Meaning of life.</li> <li>• Death and the afterlife.</li> </ul> </li> </ol> <p><b>Teachings</b></p> <ol style="list-style-type: none"> <li>1. Teachings from Christianity and the other religions and worldviews studied including the life, teachings and significance of central authority figures e.g. Jesus/the Buddha/Muhammad (PBUH) and other figures depending on the further religions and worldviews studied.</li> </ol> <p><b>Sources</b></p> <ol style="list-style-type: none"> <li>1. Sources from Christianity and the other religions and worldviews studied including the Bible, Buddhist scriptures (e.g. Dhammapada, Tripitaka (Tipitaka), Sutras) and the Qur'an and other texts depending on the further religions and worldviews studied.</li> </ol> <p><b>NB:</b> diversity of belief within and between religions and worldviews should be studied.</p>

Themes	KS1 – minimum requirements	KS2 – minimum requirements	KS3 – minimum requirements
<b>2. Practices and Ways of life</b>	1. Learn about the major festivals and celebrations of Christianity and Judaism	1. Festivals and celebrations in Christianity, Judaism and Islam and chosen religion 2. Ceremonies of rites of passage (coming of age and marriage) 3. Worship, including prayer, at home and in the place of worship 4. Explore a variety of Brighton & Hove based places of worship, and the role of the leader in these places of worship.	1. Practices and their underpinning beliefs reflected in Christianity and other religions and worldviews being studied including: <ul style="list-style-type: none"> <li>• Rites of passage (birth, coming of age, marriage and death).</li> <li>• Prayer/meditation.</li> <li>• Collective and individual worship.</li> <li>• Places of worship,</li> <li>• Sites of pilgrimage,</li> <li>• Festivals and holy times</li> </ul> <b>NB:</b> diversity of practice within and between religions and worldviews should be studied.
<b>3. Expressing meaning</b>	1. Symbols associated with celebrations, signs and artefacts within a church and in a synagogue. 2. The symbols found in a Christian home and in a Jewish home.	1. Understanding the meaning of symbols used in Christianity, Islam, Judaism and the religion being studied and what they represent within places and worship and celebration. 2. The use of art, music and artefacts to explore the significance of symbols in world belief systems.	1. Expressing meaning as reflected in Christianity and the other religions and worldviews studied including: <ul style="list-style-type: none"> <li>• Interpretation of symbols.</li> <li>• Places and architecture.</li> <li>• Use of creative expression (e.g. poetry, dance, drama, comedy, music, sculpture, painting).</li> <li>• Clothing.</li> <li>• Use of ritual i.e. ceremonies.</li> <li>• Use of media as a form of communication and representation.</li> </ul> <b>NB:</b> diversity of practice within and between religions and worldviews should be studied.

Themes	KS1 – minimum requirements	KS2 – minimum requirements	KS3 – minimum requirements
<b>4. Identity, diversity and belonging</b>	<ol style="list-style-type: none"> <li>1. Who I am and how I belong to school, family and religious and non-religious groups</li> <li>2. Special people to us and why they are special.</li> <li>3. The importance of families and faith communities, relationships with others, the world around them and with God.</li> <li>4. Worship as an expression of common beliefs in Christianity and Judaism.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identity and belonging as attributes which may change and develop over time</li> <li>2. What it means to be part of a faith community in Brighton &amp; Hove and the UK exploring the benefits and the challenges of being part of a faith community</li> <li>3. Symbolism of clothes in world faiths studied in relation to identity and belonging and discussion related to prejudice and visible differences</li> <li>4. Teachings about family life and care for others in the world faiths studied.</li> </ol>	<p><b>Identity and Belonging</b></p> <ol style="list-style-type: none"> <li>1. Identity and belonging expressed in Christianity and the other religions and worldviews studied including: <ul style="list-style-type: none"> <li>• Individual and community identity and multiple identifies and belonging.</li> <li>• Development of community identity and belonging through its historical development.</li> <li>• Customs, clothing and outward signs of identity and belonging.</li> <li>• Codes of living as an expression of identity and belonging.</li> <li>• Putting beliefs into action in society i.e. charity work, giving, philanthropy, concern with world issues.</li> <li>• Being part of the local, national and international community.</li> </ul> </li> </ol> <p><b>Diversity</b></p> <ol style="list-style-type: none"> <li>1. Diversity as expressed in Christianity and the other religions and worldviews studied including: <ul style="list-style-type: none"> <li>• Dialogue within and between religions and worldviews.</li> <li>• The relationship between religion and society (e.g. secularisation, pluralism).</li> <li>• Media representations.</li> <li>• Community cohesion.</li> <li>• Respect and understanding.</li> <li>• Role and impact of religion and worldviews in society.</li> </ul> </li> </ol> <p><b>NB:</b> diversity of belief and practice within and between religions and worldviews should be studied.</p>



Themes	KS1 – minimum requirements	KS2 – minimum requirements	KS3 – minimum requirements
<b>5. Meaning, purpose and truth</b>	1. Christian and Jewish stories about creation.	<ol style="list-style-type: none"> <li>1. Philosophical discussions about the ultimate questions</li> <li>2. Explore religious beliefs about life and death.</li> <li>3. A reflection on rites of passage providing meaning, purpose and truth for individuals and communities.</li> <li>4. The teachings about charitable giving and work in the world faiths studied and positive impacts on communities</li> </ol>	<ol style="list-style-type: none"> <li>1. Meaning, purpose and truth as expressed in Christianity and the other religions and worldviews studied including: <ul style="list-style-type: none"> <li>• A consideration of ultimate questions i.e. Who am I? Why am I here? Does God exist? Is there life after death? Why is there evil and suffering in the world? (Problem of Evil) How did the world/universe begin?</li> <li>• Relationship between religion and science.</li> <li>• Matters of life and death e.g. abortion, animal right, euthanasia, capital punishment.</li> <li>• Citizenship and responsibility e.g. forgiveness, human rights, care for the environment, peace and conflict, wealth and poverty</li> </ul> </li> </ol> <p><b>NB:</b> diversity of belief and practice within and between religions and worldviews should be studied.</p>

“The different festivals around the world look exciting. I love to see how people show their beliefs in all sorts of fun ways and the meanings behind each of the traditions.”

**Year 5 Pupil, Mile Oak Primary**

Themes	KS1 – minimum requirements	KS2 – minimum requirements	KS3 – minimum requirements
<b>6. Values and commitments.</b>	<ol style="list-style-type: none"> <li>1. Children’s own ideas about right and wrong.</li> <li>2. Christian and Jewish ideas about right and wrong</li> </ol>	<ol style="list-style-type: none"> <li>1. What are values and what is the relationship between values, beliefs and actions</li> <li>2. Stories about key people from the religious texts studied and how they inspire believers today.</li> <li>3. Stories about a range of inspirational religious leaders past and present, how and where they found their inspiration and how they inspired others.</li> <li>4. The role and vocation of the leaders of local faith communities</li> </ol>	<ol style="list-style-type: none"> <li>1. Values and commitments as expressed in Christianity and the other religions and worldviews studied including: <ul style="list-style-type: none"> <li>• Sources of moral authority.</li> <li>• Significant individuals who have put their beliefs into practice i.e. Martin Luther King, Gandhi, Malala and contemporary British figures</li> <li>• Relationship between belief and practice.</li> <li>• Impact of values and commitments on an individual’s growth and development.</li> </ul> </li> </ol> <p><b>NB:</b> diversity of belief and practice within and between religions and worldviews should be studied.</p>

#### 5.4 Programme of study for Key Stage 4 and 16-19

All state funded schools must teach RE to all students on school rolls, including all those in 14-19 education, unless withdrawn by their parents (or by themselves if aged 18 or over). It is important that teaching enables progression from the end of key stage 3, in ways that meet the varied learning needs of all students. All students can reasonably expect their learning will be accredited.

In the study of RE in key stage 4 and 5 students should extend and deepen their knowledge and understanding of religions and worldviews, reflecting local, national and global contexts. Building on their prior learning, they appreciate and appraise the nature of different religions and worldviews in systematic ways. They should use a wide range of concepts in the field of Religious Studies confidently and flexibly to interpret, contextualise and analyse the expressions of religions and worldviews they encounter. They should be able to research and investigate the influence and impact of religions and worldviews on the values and lives of both individuals and groups, evaluating their impact on current affairs. They should be able to appreciate and appraise the beliefs and practices of different religions and worldviews with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions. They should be able to use some of the different disciplines of Religious Studies (e.g. textual study, philosophical and sociological approaches) to analyse the nature of religion.

## Topics for students not on an accredited course at Key Stage 4 could include:

### Arguments about God

- Why do people believe or not believe in God?
- Arguments for the existence of God – Does God exist?
- The nature of God – What is God like?
- How God is known / revealed?
- Suffering and evil
- Life and Death – What after-life do Christians and other faiths expect?

### Issues of life and death

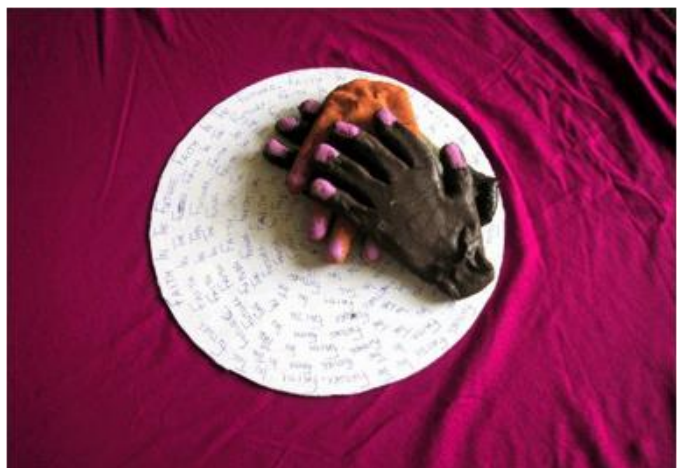
- The sanctity of life
- Medical issues – Religious views on various medical issues such as transplants, organ donations, surrogacy, genetic engineering and embryology
- Views on abortion, euthanasia and capital punishment

### Relationships

- The perfect relationship
- Sex, marriage and divorce. What are the Christian, Jewish, Muslim views on marriage? Are they out of date?
- Gender issues from the different faith perspectives
- Prejudice and discrimination
- Human rights
- Social cohesion
- Women's rights in different faiths

### Global Issues

- How can individuals change the world?
- Wealth and poverty – How should Christians / Muslims/ Jews use their money / Zakat
- The environment - Religious views on the environmental debate
- Global warming and pollution
- War, conflict and peace – Is it ever right to fight?
- The media – How the media portrays religion and religious people
- The movies – Religion and ethics



# Appendices

## Appendix 1: Learning about religion and belief and learning from religion and belief (the six themes for RE)

<i>Learning about religion and belief</i>		
<b>THEMES</b>	<b>Definition</b>	<b>Examples (Non Statutory)</b>
<b>Beliefs, teachings and sources</b>	<p>Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs</p> <p>Understanding and responding critically to beliefs and attitudes</p>	<p>God, Trinity, Bible, Creed Shema, Covenant, Mitzvot Allah, Shahadah, Qur'an Brahman, The Trimurti, Shruti Buddha, Dhamma, Sangha Guru, Guru Granth Sahib, Mūl Mantra</p>
<b>Practices and ways of life</b>	<p>Exploring the impact of religions and beliefs on how people live their lives</p> <p>Understanding and responding critically to beliefs and attitudes</p>	<p>Worship, prayer, meditation and pilgrimage e.g. Hajj. Religious artefacts, holy times and festivals associated with them, e.g. Passover, Easter. Religious buildings e.g. Church, Synagogue</p>
<b>Expressing meaning</b>	<p>Appreciating that individuals and cultures express their beliefs and values in different ways</p> <p>Exploring how prophets, artists, poets, writers, architects, theologians, composers, performers and story-tellers have attempted to express their beliefs and values</p>	<p>Focus on religious music, pictures, symbols, metaphors, poetry, parables, stories, myths, comedy, drama, dance, sculpture, carving, buildings, creeds, prayers, rituals, calligraphy, attitudes, behaviour and lifestyles.</p>
<i>Learning from religion and belief</i>		
<b>THEMES</b>	<b>Definition</b>	<b>Examples (Non Statutory)</b>
<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><b>Meaning, purpose and truth</b></p>	<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><b>Values and commitments</b></p>	<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>

"It's good to understand more about our friends and the people around us."  
**Year 5 Pupil, Mile Oak Primary**



## Appendix 2: Approaches to teaching and learning in Religious Education

Religious Education can be delivered using a number of different pedagogies (methods of teaching). These include experiential RE, ethnographic RE (starting from the point of view of a believer), phenomenological RE (starting from the experience of the believer), RE that involves constructing meaning for the individual or RE that considers religion is about truth claims. It is the recommendation of SACRE that a variety of approaches to RE are incorporated into enquiry units. This ensures that a breadth of knowledge and understanding of RE is gained by learners. Using different approaches also assists learners with different learning needs gain greater access to the curriculum. Developing units of work using a variety of experiences and opportunities will help to achieve this.

### Some questions to consider when planning a unit or scheme of work

- What are the objectives for this work and which skills will be developed? (See Appendix 4 for more on skills)
- How does this build on previous learning and prepare pupils or students for future learning?
- Is the development within this unit/scheme clear?
- Are there opportunities for helpful links with other areas of the curriculum? (See Appendix 9)
- Are there opportunities for promoting pupils' spiritual, moral, social and cultural development and values? (See Appendices 6 and 7)
- What teaching styles and activities are being employed to stimulate pupils and students to question, be reflective and apply their learning to life? (See Appendix 3 for more on learning strategies)
- Are there opportunities to meet different learning styles and needs?
- Do the learning experiences match the objectives?
- What are the intended outcomes? How will progress be assessed? (See Appendix 3)
- How will the scheme of work or unit of work be evaluated in order to make further improvements? How can pupils and students be involved in this?

### Transition

One of the focus areas in the recent Primary and Secondary Curricula 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.

## Appendix 3: Progress, Outcomes and Assessing Achievement

Thanks to Lat Blaylock and RE Today for sharing this tool.

The syllabus requires schools to develop their own assessment structures in line with other subjects of the curriculum, but offers key support to schools in doing this through its clear answers to these 5 key questions.

### **1 What is the normal expectation for progress in RE for pupils aged 5-14?**

Most pupils will be able to show that they can meet the outcomes for the end of the stage at each age group, aged 7, 9, 11 and 14. Some pupils will not reach all of these expected outcomes, and others will achieve the outcomes at earlier age groups. The proportions of pupils who achieve the outcomes will depend upon the quality of teaching and learning and the prior knowledge of pupils. Teachers should collect evidence in simple and lightweight ways to show what the class is achieving.

### **2 How are the skills which the RE syllabus develops related to the content?**

The three pyramids describe the skills pupils will develop and demonstrate. The knowledge base and the content is specified in each unit in relation to the outcomes sought.

### **3 How do the expected outcomes of each unit plan relate to the varieties of achievement in any class or age group?**

Any class of pupils includes children working towards a wide variety of possible outcomes. The outcomes in each unit of work are written to set good standards of achievement for most pupils aged 7, 9, 11 and 14, so as pupils work through a key stage or age group, the outcomes will become more accessible to pupils. For example at the start of Yr 3, not so many pupils will achieve the outcomes set in units for lower Key Stage 2 (ages 7-9). By the end of Year 4, most pupils will have made progress and will be meeting these outcomes if teaching and learning have been good.

### **4 How can teachers plan to ensure that pupils give evidence of their progress and attainment throughout the programmes of study?**

Differentiation involves carefully matching work to pupils learning needs. Teachers should plan using the outcomes given for each unit, aiming to support most pupils in achieving these in age-appropriate ways, and make plans for those who are working towards the outcomes and those who may be working beyond the outcomes.

### **5 How should schools use assessment tasks and assessment information to track progress and raise standards**

In RE, the purposes of assessment are for learning. Teachers do not need to use accountability assessment in RE. Teachers should make lightweight plans to assess progress in ways that will inform future learning. There is no need in RE to assess every half term or every term or in every unit of work. Schools are to plan assessment in ways that help pupils to learn more. This is the sole purpose of RE assessment.

### **Picturing progression in pupils' skills: summary pyramids of steps**

These pyramids picture eight steps up in the skills which this syllabus uses. They correspond precisely to the outcomes identified in the aims and outcomes of the syllabus, but do not reflect content with regard to any particular religion. The content to which these skills are applied is found in the unit plans in each case.





## Appendix 4: 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 3 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
- recognise how to take the next step needed to build knowledge and understanding
- ask questions about personal beliefs and identity in light of new knowledge
- 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
- interpret religious language
- suggest meanings of texts.

Analysis:

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

Communication:

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

Evaluation:

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

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.

"I like learning about religion because it teaches you about culture."

**Student, Patcham High**

## Appendix 5: Example learning strategies EYFS – Key Stage 5

### **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
- Engagement with the natural world
- Interpersonal skills offering opportunities for cooperation.

### **Experiences and opportunities to be included in the teaching of pupils in 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
- 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 pupils in 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, to enhance pupils' awareness of religions and beliefs locally, nationally and globally
- Consider questions that are mysterious and puzzling and think of alternative answers.

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

- Encountering religions and other worldviews by meeting people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- Encountering religions through visiting places of major religious significance and using opportunities in ICT to enhance pupils' 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 beginning to evaluate their own beliefs and values and those of others in response to their learning in Religious Education, using reasoned and 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
- Exploring connections between Religious Education and other subject areas such as arts, humanities, literature, science
- Exploring a range of religious and spiritual opinions for themselves, and developing their own views using strategies such as mysteries, mental maps and human graphs'.

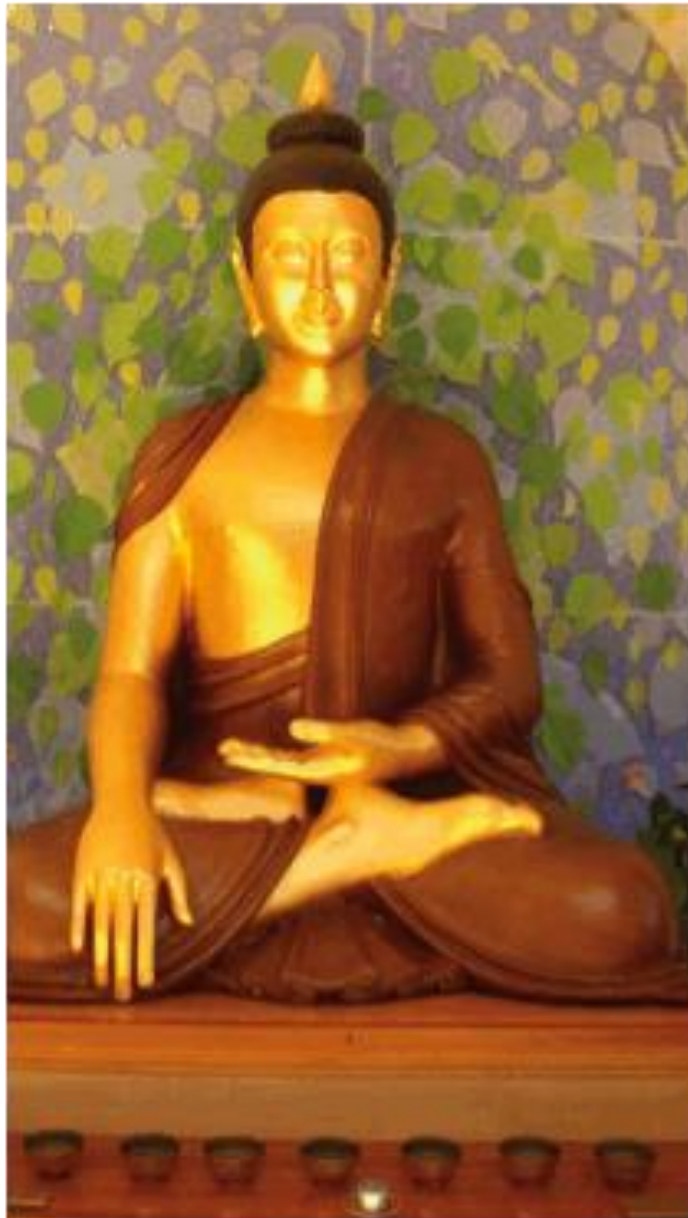
**Experiences and opportunities to be included in the teaching of students in Key Stage 4:**

- Working with conflicting evidence and examples to analyse ultimate questions and religious and moral responses to them
- Using literary criticism to analyse accounts and express their own spiritual insights clearly and thoughtfully.
- Using a range of discussion skills to clarify, deepen and explore varied perspectives on issues
- Using creative skills to express responses to issues
- Making 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:**

- 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.



## Appendix 6: Promoting community cohesion through Religious Education

### Community Cohesion

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, and the Equality Act in seeking to promote fair treatment and to counteract all negative stereotyping. 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>4 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 – 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.

## Appendix 7: Promoting spiritual, moral, social, cultural development through Religious Education

RE has a significant and distinctive contribution to make to pupils' spiritual, moral, social, cultural development and British values. The following information highlights how RE can contribute to these central aspects of pupils and students' learning and experiences.

### Spiritual Development

Although spiritual development should be promoted throughout the life and work of the whole school, RE is likely to be the lead curriculum subject for this area. The Hebrew word 'ruach' and the Greek word 'pneuma' both mean 'breath' or 'spirit'. To be filled with this spirit was to be filled with the life-giving 'breath of God', what Christians sometimes call the 'Holy Ghost' coming from the old English word 'gast' or spirit. It was regarded as life-giving. To be filled with spirit meant that you were inspired. Without it you ceased to exist. So too with spiritual development which should be linked into inspirational teaching and learning across the curriculum.

RE provides opportunities for spiritual development through

- knowledge and insight into beliefs, values and principles and ability to reflect on aspects of their own lives
- developing an awareness of the human quest to make sense of the world and the human predicament and seek meaning and purpose
- discussing and reflecting upon key questions of meaning and truth such as the origins of the universe, life after death, good and evil, the being of God and values such as justice, honesty and truth
- learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religions and other traditions and practices
- 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
- considering how religions and other worldviews perceive the value of human beings and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues
- learning about beliefs and values and different understandings of the spiritual life, spiritual development and spiritual practices in religious and other traditions
- responding to religious stories, artefacts and places of worship.

"I love learning about other people and the things they believe. In RE lessons we can think about what we believe."

**Pupil, Hove Juniors**

### Moral Development

Pupils' moral development is actively promoted when they achieve understanding of the difference between right and wrong and the importance of doing what is considered to be the right behaviour, to benefit not only themselves but also members of the wider community. They are able to 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.

RE provides opportunities for moral development through:

- enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influences on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice
- studying a range of moral issues, including those that focus on justice, promoting racial and religious respect and the importance of personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

### **Social Development**

Developing a sense of identity and belonging whilst preparing them for adult life in a plural society.

RE provides opportunities for social development through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them
- articulating their own and others' ideas on a range of contemporary social issues.

### **Cultural Development**

Awareness and understanding of beliefs, practices, lifestyles and values in their own multicultural society and in the wider world.

RE provides opportunities for Cultural development through:

- promoting cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures
- promoting an understanding of the cultural changes in Great Britain and the diverse nature of modern Britain
- considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices
- promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how inter-faith co-operation can support the pursuit of the common good
- promoting inter-cultural understanding by encouraging pupils to question their own cultural pre-suppositions.



## Appendix 8: British values and Religious Education

### British Values

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs including how these values are shared across many faiths, secular worldviews and cultures.

RE provides opportunities for British Values through;

- enabling students to develop their self-knowledge, self-esteem and self-confidence
- enabling students to distinguish right from wrong and to respect the civil and criminal law of England
- encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enabling students to acquire a broad general knowledge of and respect for public and religious institutions in England
- furthering tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encouraging respect for other people
- encouraging respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- encouraging an understanding of how citizens can influence decision-making through the democratic process
- promoting an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- promoting an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- promoting an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- encouraging an acceptance that other people having different faiths or beliefs (or none) should be accepted and respected, and should not be the cause of prejudicial or discriminatory behaviour
- encouraging an understanding of the importance of identifying and combatting bullying and discrimination.

## Appendix 9: Cross-curricular approaches

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 are the key questions or key concepts?
- Which subjects are linking together?
- What are the learning objectives or outcomes?
- How will skills progression in each subject be achieved?
- How will the learning outcomes be measured?
- When will the learning be delivered?
- What resources are required to support the work?
- Where will the learning take place?
- What staff/other people will be involved?
- How will the learning be evaluated and impact measured?

In planning and delivering cross-curricular units it is essential that the specific RE content is maintained, that the time allocation for RE is not reduced and that the requirements of the syllabus are met.

“I like the chance to explain what I believe and to learn what others think too. It helps me question my own thoughts more.”

**Year 6 Pupil, Mile Oak Primary**

## Appendix 10: The contribution of RE to other subject areas

### Language

Pupils should be taught in all subjects to express themselves correctly and appropriately, and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

RE makes an important contribution to pupils' and students' use of language by enabling them to:

- acquire and develop a specialist vocabulary
- use language precisely and cogently
- communicate their ideas with depth and precision
- listen to the views and ideas of others, including people from religious traditions
- be enthusiastic about the power and beauty of language, recognising its limitations
- develop their speaking and listening skills when considering religious beliefs and ideas and articulating their responses
- learn strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading
- read and interpret sacred texts at an appropriate level
- write in different styles such as poetry, diaries, extended writing and the synthesis of differing views, beliefs and ideas
- evaluate clearly and rationally, using a range of reasoned, balanced arguments.

### English

Of all the subjects in the curriculum, English is in many ways the one with which RE has the strongest connections.

In terms of speaking and listening, learning in RE can help pupils and students to;

- listen well to the viewpoints of others
- use specialist vocabulary with increasing accuracy and fluency;
- structure ideas and viewpoints clearly
- make relevant comments on their learning in RE
- articulate their own views and ideas using reasoned arguments
- develop a sensitivity and tolerance towards the views and values of others through role play and improvisation
- appreciate that performance can evoke a rich variety of emotions including catharsis in tragedy.

In terms of reading, RE can help pupils and students to:

- explore a range of key stories, teachings and sayings from different religions, considering their meanings and the ways in which they have been interpreted
- distinguish between facts, opinions and beliefs
- make connections between different parts of a text
- consider viewpoints and arguments carefully

- reflect on how the contemporary media conveys the place of religion in the world e.g. newspapers, magazines, articles, leaflets, advertisements
- consider how and why texts have been influential and significant
- compare texts, looking at style, theme and language, identifying connections
- understand the different ways in which humans have given expression to their hopes and fears through myth, legend, parable, biography, poetry, song and hymn
- reflect on how ideas, values and emotions are explored, can change over time and are portrayed in language and literature.

In terms of writing, RE can help pupils and students to:

- use a range of techniques and different ways of structuring material to convey ideas, themes and beliefs
- present material clearly, using appropriate layout, illustrations and organisation
- develop logical arguments and cite evidence
- allow pupils to tell their own stories and those of others in the written word
- analyse critically their own and others' writing
- use specialist vocabulary accurately and consistently
- use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning in RE.

## **Mathematics**

RE can help pupils and students to:

- consider infinity in pattern and number
- work within the discipline of mathematical rules and logic
- wonder at the mathematical order of the world and the universe
- consider the implications for humanity when people become statistics
- reflect on pattern, shape, sign and symbol
- reflect on the idea of truth in mathematics.

## **Science**

RE can help pupils and students to:

- develop their senses which enable humans to be aware of the world around them
- consider how both religion and science have responded to questions of meaning and ethical issues
- consider the fact that life, growth, decay and how different organisms are dependent upon each other
- study how scientific controversies can arise from different ways of interpreting evidence
- reflect and wonder on the fact of order, regularity and pattern in the natural and physical world and consider the question of the possibility of a creator
- reflect on how science and religion handle sensitive, controversial ethical issues
- raise questions about a view of truth which requires proof for belief.

## **ICT**

RE can help pupils and students to:

- make use of the internet or CD resources to investigate, analyse and evaluate aspects of religious beliefs and practices, ultimate questions and ethical issues
- use email or video conferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions and individual, national and international life
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
- use writing support and concept-mapping software to organise ideas and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions
- consider the implications of greater access to information
- experience the awe and wonder at the potential of technology and high quality presentations
- use equipment such as digital cameras and videos, to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

## **Art and Design**

RE can help pupils and students to:

- recognise how art and sculpture can convey key religious beliefs and ideas
- appreciate the way that the spirit of an artist is given expression in works of art through discussion, the articulation of ideas and opinions through their own work
- investigate art, craft and design from a range of social and cultural contexts
- experience visual images which evoke a range of spiritual emotions
- appreciate the human drive to create, innovate and advance in technological achievements
- understand the significance of religion in the life and work of some artists
- respond to themes which reflect moral, social and personal issues
- raise questions about the effects of technological changes on all life forms
- reflect upon meaning and value expressed within art forms, developing understanding and tolerance of differences in beliefs and values depicted within the art of different cultural and religious traditions.

## **Citizenship**

RE can help pupils and students to:

- develop pupils' knowledge and understanding regarding the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- enable pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- explore the nature of civic obligation and national loyalty, and the bases for wider international obligations
- enable pupils to justify and defend orally, and in writing, personal opinions about such issues, problems and events

- enable pupils to understand the impact of beliefs and values on the way in which individuals, groups and societies behave, develop priorities and organise themselves.

### **Design and Technology**

RE can help pupils and students to:

- consider how building designs and usage can reflect key beliefs and ideas
- question the effects (good and bad) of technological changes on human and all life forms
- appreciate the human drive to create, innovate and advance in technological achievements
- develop their own skills in design and evaluate their progress when making models and artefacts which stem from their learning in RE.

### **Drama**

RE can help pupils and students to:

- appreciate the way a person's spirit can be expressed through drama
- develop a sensitivity and tolerance towards the views and values of others through role play and improvisation
- appreciate that performance can evoke a rich variety of emotions including catharsis in tragedy.

### **Geography**

RE can help pupils and students to:

- express their own views and reflect about places and environments across the globe
- experience the awe and wonder at different aspects of the natural world and creation
- consider the contribution of religion to local life and the influence of geography on the development and spread of religions
- investigate issues concerning the environment and sustainability and the need to reflect on and evaluate their own and other beliefs about the issues
- study areas of mutual interest e.g. considering issues of conservation, stewardship and the protection/destruction of the planet.

### **History**

RE can help pupils and students to:

- study the lives of significant men, women and children drawn from the history of Britain and the wider world
- learn about the cultural, religious and ethnic diversity of societies in Britain and the wider world, in relation to issues of identity
- consider the influence of religion in historical events and periods
- develop a critical awareness of different views about the nature of humanity and the best ways to order society
- develop an awareness of the factors which shape and influence human lives for good or evil
- reflect on what can be learnt from the past consider areas of mutual interest e.g. studying the Holocaust at Key Stage 3 from historical and theological perspectives.

## **Modern languages**

RE can help pupils and students to:

- consider issues of communication in different languages
- consider the ways in which the major world faiths have believers across the globe who speak different languages
- consider other ways of communicating for example gesture and symbol
- gain appreciation of others' beliefs and customs through an understanding of the language and literature of other countries.

## **Music**

RE can help pupils and students to:

- develop their skills through a range of live and recorded music from different times and cultures
- reflect on how music is a powerful tool for conveying key beliefs, values and ideas in religion and beliefs
- appreciate the way in which music has been used throughout the centuries in religious traditions
- be moved by experiencing a range of different types of music
- appreciate the ways in which a person's spirit can be expressed in writing and performing music
- consider how music is used for particular purposes, especially developing emotions and opportunities for spiritual reflection.

## **PE and Dance**

RE can help pupils and students to:

- consider how movement can reflect important beliefs, experiences and emotions
- understand that in humankind, body, mind and spirit influence each other
- appreciate continual striving for advance towards perfection in physical activities
- reflect on issues of fairness and following rules
- learn about co-operation and team spirit
- learn and achieve balance and control of the body
- reflect on questions relating to cheating and fair play
- consider links between rituals in religion and sport (e.g. sacred places, special clothing, concepts of worship and ritual).

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

RE can help pupils and students to:

- develop confidence and responsibility and make the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- develop 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 relationships and sex education and enabling pupils to consider and express their own views
- develop good relationships and respect 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

- develop 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.





**Appendix 11: Early Years and Foundation Stage - examples of RE related experiences and opportunities for the different areas of learning that can be explored within an early years thematic approach.**

<b>Personal, social and emotional development</b>	
Involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.	
<b>Making relationships ELG</b>	<b>Examples of what children could do in RE</b>
Children play cooperatively, taking turns with others. Children take account of one another's ideas about how to organise their activity. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Work as a team to create a church within their role play area. This could be carried out after a visit to a church so that the children are familiar with the main features of a church and can use this knowledge to organize their own church area. Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.
<b>Self-confidence and self-awareness ELG</b>	<b>Examples of what children could do in RE</b>
Children are confident to try new activities, and to say why they like some activities more than others. Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Children say when they do or do not need help.	Present the children with a range of activities related to a particular festival or story. Conclude with a circle time where they talk about which activity they enjoyed the most. Ask the children to make puppet depicting a Bible character/ characters using selected resources. The children could then retell the Bible Story using the puppets. Using religious artefacts as a stimulus, children handle sensitively and respectfully a religious object and talk about why it might be special for some people. For example, children could make a Torah scroll using selected resources e.g. ribbon for tying a bow around it.
<b>Managing feelings and behaviour ELG</b>	<b>Examples of what children could do in RE</b>
Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Children work as part of a group or class, and understand and follow rules. Children adjust their behaviour to different situations, and take changes of routine in their stride.	Using story as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their actions through play. Using story from a religious tradition as a source, children talk about their ideas of what is fair and unfair, and how to behave towards each other. Exploring a simple and appropriate set of the 10 Commandments. Participate in a Christmas production or Harvest festival. Visit a local place of worship.

<b>Communication and language</b>	
Involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.	
<b>Listening and attention ELG</b>	<b>Examples of what children could do in RE</b>
Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.	Invite visitors in to school to talk to the children about their particular religion. Using stories and songs from religion as a stimulus, children ask questions about things they find interesting or puzzling.
<b>Understanding ELG</b>	<b>Examples of what children could do in RE</b>
Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	Having visited a local place of worship / taken part in a simulated celebration / welcomed a visitor in to school, the children can begin to ask and answer their own questions about experiences. Using religious celebration as a stimulus, sequence and discuss the event.
<b>Speaking ELG</b>	<b>Examples of what children could do in RE</b>
Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Children share their own ideas about who and what matters to them and are carefully listened to by responding appropriately. Using a birthday or other religious celebration as a stimulus, children talk about the special events associated with the celebration and begin to talk about the key concepts linked to celebrations. Children identify and talk about the sequence of events in a religious story, and use these to create a timeline, e.g. the Creation Circle time for the children to share their own thoughts about what / who matters to them.

<b>Physical development</b>	
Involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.	
<b>Moving and handling ELG</b>	<b>Examples of what children could do in RE</b>
Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Move like animals in a range of ways as they enter Noah's Ark. Explore religious stories / festivals through dance Create a range of religious symbols from playdough or by cutting, e.g. create an Easter garden or a Torah scroll and paint something / someone that is <b>special</b> to them.
<b>Health and self-care ELG</b>	<b>Examples of what children could do in RE</b>
Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Talk about the care of themselves and others and role play washing a baby doll. Talk about healthy eating in relation to chocolate Easter eggs and Lent. Special food, e.g. Kosher food Ritual washing

"In RE we can ask lots of interesting questions about all sorts of ideas and beliefs that people have."  
**Pupil, Hove Juniors**

<b>Literacy</b>	
Involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.	
<b>Reading ELG</b>	<b>Examples of what children could do in RE</b>
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	Share a simple version of e.g. a Bible story, prayer, moral code, song / hymn. Decode artefact labels. Talk 4 Writing a model text of, e.g. the Christmas story Shared Talk 4 Writing text for the children to free read.
<b>Writing ELG</b>	<b>Examples of what children could do in RE</b>
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Write an invitation to a class celebration and then compose a shopping list. Shared write a letter to the local church asking to visit / thanking them for your visit. Having visited a local place of worship, children create a bank of new words associated with the place, showing respect. Shared write a class story / book e.g. the Christmas story. Words for holy books from different faith traditions. Complete a story map for a simple Bible story. Complete a speech bubble for a well-known story character. Make a zig-zag book to sequence a familiar Bible story.

<b>Mathematics</b>	
Involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.	
<b>Numbers ELG</b>	<b>Examples of what children could do in RE</b>
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Counting the days for Advent or Lent. Create an advent calendar with numbered doors. Sequence the doors. Share / halve bread. Count the animals as they enter / leave Noah's Ark. Add the animals as they enter 2 by 2.
<b>Shape, space and measure</b>	<b>Examples of what children could do in RE</b>
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Explore a range of religious artefacts and discuss their shape, size, weight. Children can recognise shapes in examples of religious art. Children can identify the shapes of religious artefacts such as the Cross, the triangle (Trinity) Create a picture from a story using shapes.

I think it's good for children to understand other people's beliefs and to see the different perspectives of other religions."  
**Year 6 Pupil, Mile Oak Primary**

## Appendix 12: Resources

Additional resources to support the implementation of this syllabus can be found on BEEM, the Brighton & Hove portal.

*Faith and Belief in Educational Settings - A guide 2016 (Brighton & Hove)*

### **REsource Boxes**

The Diocese of Chichester Education Department REsource Boxes, supported by Brighton & Hove City Council have put together over 60 boxes of artefacts and books to support schools deliver RE. These boxes are stored at Church House, Hove and all are free to Brighton & Hove schools to borrow. Each resource box is full of artefacts to use within your RE lessons. For a full catalogue and more details go to [www.schools.chichester.anglican.org](http://www.schools.chichester.anglican.org)

**Understanding Christianity** - Church of England Education Office Project in partnership with RE Today, Culham St. Gabriel's, The Jerusalem Trust and The Sir Halley Stewart Trust.

Understanding Christianity is published by The Church of England and RE Today. It is a national resource designed for use in all schools. It is the expectation of the Diocese of Chichester Education Department that all Church of England schools within Brighton & Hove will use Understanding Christianity to help deliver the requirements of this syllabus.

The resource provides units of work for teaching Christianity from EYFS to the end of Key Stage 3. Units are based around the exploration of 8 core concepts and follow an enquiry approach to teaching and learning. The curriculum is a spiral curriculum so pupils revisit core concepts as they move through their education. Continuity and progression are built into the resource providing a coherent approach to teaching and learning about Christianity. The resource contains 'The Big Frieze' created by artist Emma Yarlett, which depicts the core themes of Christianity in an engaging and contemporary way. Brighton & Hove SACRE are keen for schools to use this resource to support the delivery of a high quality RE curriculum and to raise standards in RE. An exemplar curriculum map is provided on-line to indicate how schools might incorporate Understanding Christianity to fulfil the requirements of the syllabus. More information can be found at [www.understandingchristianity.org.uk](http://www.understandingchristianity.org.uk)

### **National On-line RE Organisations:**

[www.natre.org.uk](http://www.natre.org.uk) NATRE - National Association of Teachers of RE  
[www.reonline.org.uk](http://www.reonline.org.uk)

Additional guidance materials are also available via Diocesan Websites.

## Appendix 13 Acknowledgements

### Members of the Agreed Syllabus Conference

#### Group A – Christian Denominations and Faith Groups

Baha'i Assembly	Fariba Taheri-Westwood
Baptist Union	Michael Bray
Buddhist Community	Carolyn Drake
Jewish Community	Dr Winston Pickett
Methodist Church	Michael Hickman
Muslim Community	Imam Uthman
Religious Society of Friends	Lisa Compton
Roman Catholic Church	Sarah Feist
Salvation Army	Elizabeth Lloyd
Sikh Community	Surinder Singh-Parmar

#### Group B – The Church of England

Iain Parks  
Linda Dupret  
Mandy Watson

#### Group C – Teacher Associations

Hannah Kinchin-Frost  
Alison Haining

#### Group D – The Local Authority

Cllr Leslie Hamilton (Lab)  
Cllr Nick Taylor (Con)  
Cllr Louisa Greenbaum (Gre)

#### Members of the Agreed Syllabus Working Party

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Laura Wells, St Luke's Primary

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To feedback on this syllabus please email [standardsandachievement@brighton-hove.gov.uk](mailto:standardsandachievement@brighton-hove.gov.uk)