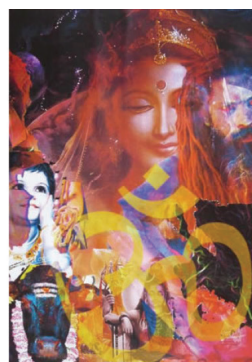


# Coventry and Warwickshire

## Agreed Syllabus for Religious Education

### 2017–2022

This summary document is an extract from the  
Coventry & Warwickshire Agreed Syllabus for RE 2017.  
It indicates the core requirements for RE in Coventry & Warwickshire  
schools. The full syllabus should be used by schools to plan their RE.



## Foreword

We are delighted to commend the new joint Coventry and Warwickshire Agreed Syllabus for Religious Education 2017 to our schools. The new syllabus offers increased flexibility and extra support for planning as well as providing practical strategies, guidance and resources for teachers.

The syllabus builds on the strengths of previous documents and offers innovative ideas to enable schools to provide creative, challenging and thought-provoking Religious Education.

Good Religious Education makes a positive contribution to the learning of pupils. This agreed syllabus will enable pupils through RE to develop their knowledge and skills to prepare them for life in a modern, diverse Britain and in a plural world. It is structured so that pupils are challenged to think rigorously and creatively, to make informed judgements and to understand that it is acceptable to have doubts and to disagree in a reasoned and sensitive way. In the process they can examine and reflect upon a range of questions about spirituality and identity, morality, values and commitments.

Living in and growing up in the world of the 21st century will challenge all pupils. RE is important to help pupils to become literate and articulate about religions and beliefs, and to be thoughtful members of society. In learning from religion they are able to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet. RE is therefore relevant to every pupil and every citizen of Coventry and Warwickshire.

We are grateful to the many people who have contributed to this process and who have been instrumental to get to this point. In particular we would like to thank the members of the Agreed Syllabus Conference and the SACRE working and writing groups and the supporting officers from Coventry and Warwickshire local authorities.



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## Introduction

This Agreed Syllabus for Religious Education (RE) for schools in Coventry and Warwickshire provides a vision of, and the basis for, the development of RE over the next five years, 2017-2022.

The requirement for a locally determined RE Agreed Syllabus appears in the 1944 Education Act and is re-defined in the 1988 Education Reform Act with the establishment of a Standing Advisory Council for Religious Education (SACRE) in each Local Authority. Each SACRE is a statutory body that also becomes the Agreed Syllabus Conference (ASC) which should be convened every five years to determine the programme for RE in its schools. Coventry and Warwickshire SACREs decided to work together and agree on a syllabus that promotes good, effective and thought-provoking RE across both city and county; a syllabus that both **builds bridges** and engages with the aim of **peace and reconciliation** as pupils explore matters of faith, spirituality, religious community and moral issues.

This syllabus has been prepared by the 'RE Today' team, members of both SACREs and practising teachers in Coventry and Warwickshire.

[Continued below]

Our new RE Agreed Syllabus requires that schools will enable pupils to explore Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as Christianity in both primary and secondary schools. It also encourages the consideration of secular world views.

The table below sets out SACRE's expectation of what should be taught to pupils across Coventry and Warwickshire (this supersedes the table on p13).

Key Stage	Age	Content	
Reception Early Years	4-5	Pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	
Key Stage 1	5-7	Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge-building and reconciliation.	
Key Stage 2	7-11	Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in this Key Stage but schools may choose to place greater emphasis on some, according to the school community and work in the previous key stage. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be 'good'. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral.	
Key Stage 3	11-14	Pupils will develop a deeper understanding and appreciation of the key elements of all six principal religions. They will explore teachings on peace, forgiveness, reconciliation and the work of Coventry Cathedral through the Community of the Cross of Nails. They will study the Philosophy of Religion (ideas about good and evil, arguments for and against the existence of God, the problem of suffering and life after death for example).	
Key Stage 4	14-16	Pupils will either prepare for a nationally recognised qualification (GCSE for example) studying two religions and Christianity should be one of these	or a similar course without a qualification, which should be sent to Coventry/Warwickshire SACRE for approval and monitoring.
Key Stage 5	16-19	Pupils will study a varied programme decided by the school/college that enables them to engage with controversial issues from religious and secular positions. The perspectives from the principal six religions should be represented as appropriate but those of other faith groups such as the Baha'is should be considered.	

### Styles of delivery

The syllabus is presented in a combination of a 'systematic' and 'thematic' format either focussing on a single religion or looking at a particular theme across more than one religion or world view. However, teachers should note that it may be appropriate to deliver some material through topics and current issues in the news.

When teaching is delivered through topics or issues, it is expected that pupils will study sufficient elements to give a reasonable understanding of the core essentials of each faith.

It is important that pupils are aware of variety in belief and practice, even within any individual religion. For instance, teachers should avoid giving the impression that all Sikhs wear the 5 K's or that all Christians believe a priest is needed to consecrate the bread and wine in communion.

It is important that pupils are aware that not everyone believes in the existence of God, or is religious, and that people have doubts. People are free to decide for themselves, and may reconsider their views at any time during their lives. It may be appropriate to teach about other religions, that are not named in the syllabus.

### **Legal requirements and responsibilities of School Leaders**

It is a requirement of schools and governing bodies to ensure that all pupils gain their statutory entitlement to RE throughout all years of compulsory education and in the sixth form. The requirement to teach RE does not apply to all nursery classes but does to those pupils of statutory school age. **Collective Worship is not part of the taught curriculum and cannot be considered as part of the recommended time for teaching RE. It is important to remember that RE should not seek to convert or urge a particular religion or belief on pupils.**

Although a legal requirement for all Local Authority schools, this syllabus meets the needs of Academies and Free Schools in Coventry and Warwickshire, providing a well-planned locally approved and educationally sound basis for good RE in all our schools.

RE should be provided in accordance with this RE Agreed Syllabus for all registered pupils in the school;

- Parents should receive an annual written report on their child(ren)'s progress in RE.
- Parents have a right to request the withdrawal of their child(ren) from RE and ask that alternative arrangements be made, so long as it does not incur any additional cost to the school or the local authority. Schools can ask their SACRE for assistance or advice when talking to parents about this.
- Sufficient time and resources should be devoted to RE to enable the school to meet its legal obligations and to deliver an RE curriculum of quality.

### **RE alongside the National Curriculum**

The National Curriculum states the legal requirement that "Every state-funded school must offer a curriculum which is balanced and broadly-based, and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life." Also, "All state schools ... must teach religious education to pupils at every key stage ... All schools must publish their school curriculum by subject and academic year online." (DfE National Curriculum Framework, July 2013, p4)

This new RE Agreed Syllabus for Coventry and Warwickshire establishes what shall be taught in RE and provides teachers in both Authorities with a framework of support and guidance.

### **Actively promoting values, including British values<sup>1</sup>**

- Through their work in RE, it is hoped that pupils will learn that religions have a commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of being human.
- Promoting social and ethnic harmony and awareness of British values is important, and RE has a significant contribution to make to this. Through their studies, visits to places of worship and meeting people from religious and belief communities, our aim is for pupils to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration. Pupils should explore British values in relation to religions and beliefs.
- Religion has a major position in public life so it is important that pupils are educated to understand and to engage critically with religions and beliefs, and their representation in the media.
- Breadth and balance are essential in RE, as in the whole curriculum. There are many opportunities in this syllabus and its accompanying materials for creative cross-curricular development, as well as for high standards within RE when taught as a discrete subject. Schools can, within the statutory requirements of this syllabus, construct a curriculum that is appropriate to the needs, ages and ability of their pupils.
- Schools should ensure academic rigour in the study of religion and beliefs. They are complex and controversial, they demand multi-disciplinary study and they require understanding of difficult language and concepts. Such learning is rewarding at all levels. But this is not just a dispassionate approach to study. Both teachers and pupils can develop personally through learning about and from religion and beliefs, challenging preconceptions, asking for justification of opinions, reassessing their own stance on issues and recognising that the world is vast, fascinating and a source of deep enrichment for us all.
- We want RE in Coventry and Warwickshire schools to be challenging, inspiring and fun.
- We want pupils to develop their levels of religious literacy and conceptual understanding; able to articulate, with confidence, their ideas about religion, beliefs and spirituality – and then to change their minds, if they choose to do so.
- We want them to be able to reflect on some of the fundamental questions about being human and to be open to change, appreciation and challenge.
- RE can be an exciting subject which makes an inestimable contribution to the lives of pupils, and therefore to their communities and to society. We hope that this new syllabus, and its accompanying support materials, will help teachers to ensure the potential of their pupils is fulfilled.

### **Coventry and Warwickshire SACRE – June 2017.**

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<sup>1</sup> democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, Ofsted 2015

## A1 The purpose of RE

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The purpose of RE is captured in the principal aim, which is intended to be a short-hand version for day-to-day use. Teachers should use it when planning RE, whether long-term or short-term. It should be considered as a doorway into the wider purpose articulated above.

### Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Schools might wish to devise a pupil-friendly version of this for themselves. Discussing this, using the full purpose and the principal aim, would be helpful for teachers in clarifying what RE is for in their school and classroom.

For example: 'RE explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.'



## A2 The aim(s) of RE

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

**1. Know about and understand a range of religions and worldviews<sup>2</sup>, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom<sup>3</sup> found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.<sup>4</sup>

**3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in the local area, and how they help pupils to achieve the threefold aim.

**Note:** These aims incorporate the former attainment targets of 'learning about religion' and 'learning from religion'.

<sup>2</sup> The phrase 'religions and worldviews' is used in this document to refer to Christianity, other principal religions represented in Britain, smaller religious communities and non-religious worldviews such as Humanism. The phrase is meant to be inclusive, and its precise meaning depends on the context in which it occurs, e.g. in terms of belief, practice or identity.

<sup>3</sup> The sources of wisdom found in religions and worldviews will include the key texts, the teachings of key leaders, and key thinkers from different traditions and communities. Examples include the Bible, the Torah and the Bhagavad Gita; the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak and humanist philosophers. Other sources of wisdom might come from texts, thinkers, leaders and scientists in the contemporary world as well as from experience and informed personal reflection and conscience.

<sup>4</sup> The RE Programme of Study usually refers to 'religions and worldviews' to describe the field of enquiry. Here, however, the aim is to consider religion and belief itself as a phenomenon which has both positive and negative features, and is open to many interpretations: in this aspect of the aims, pupils are to engage with the concept of religion and non-religious belief, not merely with individual examples, and similar critiques should apply to both.



## B1 Legal requirements: What does the legislation in England say?

### **RE is for all pupils:**

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).<sup>5</sup> It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.<sup>6</sup>

### **RE is locally determined, not nationally:**

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.<sup>7</sup>
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

### **RE is multi-faith:**

- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the 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'.<sup>8</sup>

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

This agreed syllabus builds on the good practice from the 2004 *Non-statutory Framework for RE*, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's non-statutory *Framework* from 2013.<sup>9</sup>

### **Right of withdrawal**

This was first granted when RE was actually religious *instruction* and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE/RME on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right. Students aged 18 or over have the right to withdraw themselves from RE.

<sup>5</sup> School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80.

<sup>6</sup> The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A.

<sup>7</sup> Education Act 1996 Schedule 31.

<sup>8</sup> Education Act 1996 section 375.

<sup>9</sup> A Curriculum Framework for Religious Education in England (REC 2013).

### **B1.1 RE, academies and free schools**

Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools.

As set out in their funding agreements, all academies are required to provide RE for all pupils, from Reception to Sixth Form, except those whose parents exercise their right to withdrawal.

An academy must adopt a syllabus for RE. There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus meets the requirements for a locally agreed syllabus, set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the 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'.

RE is not subject to nationally prescribed purpose of study, aims, attainment targets, and assessment arrangements, but it is subject to inspection. Where schools are not using an agreed syllabus, standards will be judged in relation to the expectations set out in the RE Council's *Curriculum Framework for Religious Education in England* (2013).

The Coventry and Warwickshire Agreed Syllabus 2017–2022 fulfils the legal requirements set out above, and has its roots in the REC's *Framework* (2013). It is written to support academies in meeting the requirements of their funding agreements. Academies are encouraged to adopt the syllabus, taking advantage of the resources and support that it offers.

## B2 What religions are to be taught?

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

**Religious traditions are to be studied in depth as follows:**

<b>Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:</b>	
4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people
11–14s Key Stage 3	Christians, Muslims, Sikhs and Buddhists
14–16s Key Stage 4	Two religions required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96 <sup>10</sup>
16–19s RE for all	Religions and worldviews to be selected by schools and colleges as appropriate.

### Important notes:

This is the **minimum requirement**. Many schools may wish to go beyond the minimum.

- **The range of religious groups in the UK.** Groups such as Jehovah's Witnesses, The Church of Jesus Christ of Latter-day Saints, the Bahá'í faith or the Jains are not excluded from study in this scheme for RE. Schools are always advised to make space for the worldviews of the local community, which is why the table above expresses minimum requirements.
- Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions and beliefs.
- Notice the language: Christians rather than Christianity; Hindus rather than Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.
- **Non-religious worldviews:** Good practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religions and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect.
- This syllabus requires that, in addition to the religions required for study at each key stage, non-religious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs. This is enabled through the following key questions: L2.6, L2.9, U2.1, U2.5, U2.7, 3.1, 3.4, 3.9, 3.10 and 3.12.
- However, learning from four religions across a key stage is demanding: the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth. Schools are encouraged to teach less but teach it better.
- The key questions offered in this syllabus allow for schools to draw in different traditions, where they fit the theme and question, and where there are representatives of those traditions in the school and local community.

<sup>10</sup> Section 96 of the Learning and Skills Act 2000. This requires maintained schools to provide only qualifications approved by the Secretary of State. [http://www.dfes.gov.uk/section96/uploads/download\\_records\\_full.xls](http://www.dfes.gov.uk/section96/uploads/download_records_full.xls)

## C1 Religious Education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
<b>Believing</b> (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?	3.1 Do we need to prove God's existence?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?		3.2 Does living biblically mean obeying the whole Bible?
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	3.3 What is so radical about Jesus?
				U2.3 What do religions say to us when life gets hard?	3.4 Is death the end? Does it matter?
					3.5 Why is there suffering? Are there any good solutions?
<b>Expressing</b> (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?	3.6 Should religious buildings be sold to feed the starving?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	3.7 How can people express the spiritual through the arts?
			L2.6 Why do some people think that life is a journey and what significant experiences mark this?		

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
<b>Living</b> (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?
					3.9 Should happiness be the purpose of life?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?	3.10 Does religion help people to be good?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	3.11 What difference does it make to believe in...?
					3.12 Is religion a power for peace or a cause of conflict in the world today?

## RE in the Early Years Foundation Stage

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:

### **Communication and Language**

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

### **Personal, Social and Emotional Development**

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

**These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE, 2013).**

## C3 RE in KS1: Programme of Study

### What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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### End of key stage outcomes

RE should enable pupils to:

<b>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</b>	<b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b>	<b>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</b>
<b>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b>	<b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>	<b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b>
<b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b>	<b>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</b>	<b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b>

These general outcomes are related to specific content within the key question outlines/units of study on pp.36-43.



## Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians and Muslims or Jewish people**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

### Key questions

Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Recommended year group
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>		Y2
Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.6 How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>		Y1 Y2
Living <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i>		Y1
1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>		Y1 or Y2

**It is recommended that schools choose a minimum of 3 key questions per year, balancing across the strands. Key question 1.6 can be split across the two years as schools encounter and explore major celebrations each year.**

#### Notes:

The key questions are designed to enable children to achieve the end of key stage outcomes above. Schools may plan other units but should ensure that they support pupils in achieving the end of key stage outcomes. If planning other units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (believing, expressing, living) across the key stage. However, the recommendation is for fewer key questions explored in more depth.

## C4 RE in KS2: Programme of Study

### What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

### Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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### End of key stage outcomes

RE should enable pupils to:

<b>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</b>	<b>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b>	<b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b>
<b>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</b>	<b>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</b>	<b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b>
<b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b>	<b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</b>	<b>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</b>

These general outcomes are related to specific content within the key question outlines/units of study on pp.50-67.

## Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jewish people**. Pupils may also encounter other religions and worldviews in thematic units.

### Key questions (recommended year groups in brackets)

Believing	
<i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	
L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists) (Y5)</i>
L2.2 Why is the Bible so important for Christians today? <b>(Y3)</b>	
L2.3 Why is Jesus inspiring to some people? <b>(Y4)</b>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <b>(Y5)</b>
	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus and non-religious (e.g. Humanists) (Y6)</i>
Expressing	
<i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people (Y5)</i>
L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people (Y3 &amp; Y4)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	
Living	
<i>(Religious practices and ways of living; questions about values and commitments)</i>	
L2.7 What does it mean to be a Christian in Britain today? <b>(Y3)</b>	U2.6 What does it mean to be a Muslim in Britain today? <b>(Y5)</b>
L2.8 What does it mean to be a Hindu in Britain today? <b>(Y4)</b>	
L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.7 What matters most to Christians and Humanists? <b>(Y6)</b>
	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i>

**It is recommended that schools choose a minimum of THREE questions per year, taking at least one from each strand of Believing, Expressing and Living.**

### Notes:

The key questions are designed to enable children to achieve the end of key stage outcomes above. Schools may plan other units but should ensure that they support pupils in achieving the end of key stage outcomes. If planning other units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (Believing, Expressing, Living) across the key stage.

## C5 RE in KS3: Programme of Study

### What do pupils get out of RE at this key stage?

Students should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study with increasing discernment based on analysis, interpretation and evaluation, developing their capacity to articulate well-reasoned positions.

### Aims:

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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### End of key stage outcomes

More specifically students should be taught to:

<b>A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</b>	<b>B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</b>	<b>C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</b>
<b>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</b>	<b>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</b>	<b>C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.</b>
<b>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</b>	<b>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</b>	<b>C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</b>

These general outcomes above are related to specific content within the units of study, pp.74-85.

## Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Sikhs and Buddhists**. Pupils should also encounter non-religious worldviews such as Humanism, and may encounter other religions and worldviews in thematic units where appropriate.

## Key questions

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	<b>Recommended year group</b>
3.1 Do we need to prove God's existence? <i>Christian, Buddhist and/or Muslim, non-religious worldviews e.g. Humanist</i>	Y9
3.2 Does living biblically mean obeying the whole Bible?	Y8
3.3 What is so radical about Jesus?	Y7
3.4 Is death the end? Does it matter? <i>Christian, Buddhist and/or non-religious worldviews e.g. Humanist</i>	Y8
3.5 Why is there suffering? Are there any good solutions? <i>Christian and Buddhist</i>	Y9
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
3.6 Should religious buildings be sold to feed the starving? <i>Christians, Muslims and/or Sikhs</i>	Y7
3.7 How can people express the spiritual through the arts? <i>Buddhist, Christian, Jewish, Muslim, Sikh</i>	Y8
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>	
3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?	Y7
3.9 Should happiness be the purpose of life? <i>Christian, Buddhist and non-religious e.g. Humanist</i>	Y9
3.10 Does religion help people to be good? <i>Buddhist, Christian, Muslim, Sikh, non-religious e.g. Humanism</i>	Y8
3.11 What difference does it make to believe in...? <i>Buddhist, Christian, Jewish, Muslim, Sikh</i>	Y7-9
3.12 Is religion a power for peace or a cause of conflict in the world today? <i>Christian, Muslim, non-religious e.g. Humanism</i>	Y9

**It is recommended that schools choose a minimum of 3 questions per year, balancing across the strands as far as possible. Schools may prefer some shorter units, but the recommendation is for fewer questions explored more deeply.**

### Notes:

The key questions are designed to enable pupils to achieve the end of key stage outcomes above. Schools may plan other units but should ensure that they support pupils in achieving the end of key stage outcomes. If planning other units, schools should also ensure that there is breadth and balance across the RE curriculum by addressing each of the three strands (Believing, Expressing, Living) across the key stage.

## C6 RE in KS4 and 5 /14–19

### What do pupils get out of RE at this key stage?

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, if 18 or over, they withdraw themselves). It is important that teaching enables suitable progression from the end of Key Stage 3, in varied ways that meet the learning needs of all students. All students can reasonably expect their learning will be accredited, and **this agreed syllabus requires that all students should pursue an accredited course** of one kind or another. These modes of accreditation include nationally accredited courses in RE such as GCSE and A level RS, and a wide range of enrichment courses and opportunities, such as the Extended Project Qualification. Good practice examples include many schools where all students take GCSE RS courses at 16.

### What do students get out of RE at this age?

All students should extend and deepen their knowledge and understanding of religions and worldviews (including non-religious worldviews), explaining 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 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 different disciplines of religious study to analyse the nature of religion.

Specifically students should be taught to:

- Investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to evaluate issues and draw balanced conclusions
- Synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate references to their historical, cultural and social contexts
- Develop coherent and well-informed analysis of diversity in the forms of expression and ways of life found in different religions and worldviews
- Use, independently, different disciplines and methods by which religions and worldviews are to analyse their influence on individuals and societies
- Account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value
- Argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others
- Enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts, media and philosophy
- Use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally
- Research and skilfully present a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.

GCSE Religious Studies qualifications are an excellent platform for 14–16 RE. **Schools should enable all pupils to pursue a national qualification at this stage, and provide opportunities for those who wish to take A-levels, alongside core RE for 16-19s. The minimum requirement is 15 hours of core RE across Y12-Y13.**

## D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;
<b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;
<b>Express and communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
<b>Gain &amp; deploy skills:</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
<b>Gain &amp; deploy skills:</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
<b>Gain &amp; deploy skills:</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.