

SECTION SIX
Appendices

“Growing Together”



Appendix 1

Performance Descriptions for Religious Education (“P Scales”)

- P levels 1-3: early development expected across the curriculum
- P levels 4-8: development specifically related to Religious Education

Early Development (P levels 1-3)

- P1** Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, e.g. startling at sudden noises or movements.
- P2** Pupils begin to respond to familiar people, events and objects, e.g. reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, e.g. protesting or requesting, using facial expressions to enhance meaning.
- P3** Pupils begin to communicate intentionally. They show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys, artefacts or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Performance Descriptions in RE (P levels 4-8)

Levels P4 to P8 describe pupils’ performance in terms of the development of skills, knowledge and understanding in religious education. The descriptions provide an example of how this can be done.



- P4** Pupils use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings. They begin to respond to the feelings of others, for example, matching their emotions and laughing when another pupil is laughing. They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.
- P5** Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, for example, involving music, drama, colour, lights, food or tactile objects. They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.



- P6** Pupils express and communicate their feelings in different ways. They respond to others in group situations and co-operate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualised actions in familiar circumstances. They show concern and sympathy for others in distress, for example, through gestures, facial expressions or by offering comfort. They start to be aware of their own influence on events and other people.
- P7** Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.
- P8** Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religions and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.



“RE helps me to think more about God.”

Peter
Age 6

Appendix 2

Acknowledgements

The Agreed Syllabus Conference 2009-2010

- The Agreed Syllabus Conference has produced and recommended to the LEA an Agreed Syllabus which meets fully the requirements of the Education Reform Act 1996, which says that an Agreed Syllabus shall:

“... reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.”

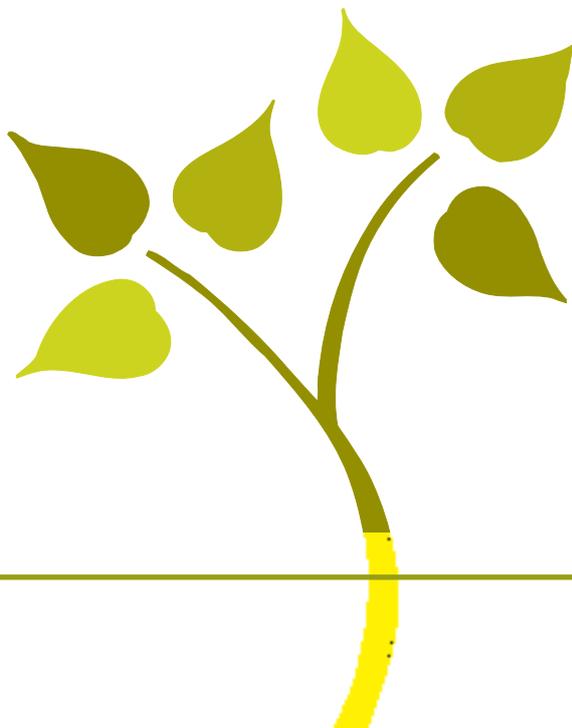
- The Conference has been mindful of the School Standards and Framework Act 1998 which states that the Agreed Syllabus for community, foundation, voluntary-aided or voluntary-controlled schools without a religious character must be non-denominational and not designed to convert pupils, or urge a particular religion or religious belief on pupils:

“No Agreed Syllabus shall provide for Religious Education to be given to pupils at a school to which this paragraph applies by means of any catechism or formulary which is distinctive of a particular religious denomination (but this is not to be taken as prohibiting provision in such a syllabus for the study of such catechisms or formularies.)”

(Schedule 19, paragraph 2 [5] SSFA).

- The Conference has been particularly concerned that the syllabus is educationally sound. A working party of teachers drawn from a representative range of schools within the authority has assisted the Conference in ensuring that the syllabus is realistic and helpful to schools.
- The Conference has drawn on many sources in preparing the Agreed Syllabus, not least the Non-Statutory National Framework for Religious Education produced by the Qualifications and Curriculum Authority in 2004, The Devon, Plymouth and Torbay Agreed Syllabus “Every Child Matters in Religious Education” 2007, and the resources of RE Today Services through Lat Blaylock, who acted as a consultant to the SACRE.

The Agreed Syllabus was formally adopted for recommendation by the Conference on Wednesday 14th July 2010 and accepted by the Local Authority on 12th October 2010.



Members of the Agreed Syllabus Conference 2009

Group A: Representatives of other churches and other faiths:

Ken Howlett - Baha'i Community
Vicky Leith - Baha'i Community
Frederick Frith - Baptist Church
Laura Richards - Church of Jesus Christ of Latter - Day Saints
Aruna Patel - Hindu Community
Lucy Kaplan - Jewish Community
Reverend Malcolm Oliver - Methodist Church
Uzma Abbasi - Muslim Community
Dr Derrick Whitehouse - Religious Society of Friends
Jaskarn Pawar - Sikh Community
Lindsey Cole - United Reformed Church

Group B: Representatives of the Church of England:

Reverend Philip Davies
Janet Northing
Chrys Tremththamor

Group C: Representatives of the Teaching Profession:

Jonathan Gardiner - St. Mary's Primary School
Beth Drage - Cogenhoe Primary School
William Thallon - Wrenn School
Leonard Bhagwadin - Bishop Stopford School
Joy Ward - Wren Spinney Special School
Marcus Lyon - Northampton School for Boys
Elizabeth Bonner - Northampton School for Girls
Jennifer Dixon - Primary Schools Representative

Group D: Representatives of the Local Education Authority:

Councillor Ron Sawbridge
Councillor Suresh Patel
Councillor Bernard Ingram

Officer Serving SACRE

Lesley Pollard - Learning Adviser for Religious Education

The Agreed Syllabus Conference met on the following dates:

Thursday 11th June 2009 - Britannia House

Wednesday 18th November 2009 - Hindu Community Centre

Monday 11th January 2010 - Kislingbury Primary School

Monday 15th March 2010 - The Faith Room, Unity College, Northampton

Wednesday 23rd June 2010 - Salem Hall, Wellingborough United Reformed Church

Wednesday 14th July 2010 - Desborough Baptist Church



"What have we learned about religion?"

Members of the Professional Agreed Syllabus Working Group 2009-2010

Elizabeth Bonner - Northampton School for Girls

Susan Collison - Roade Primary School

Beth Drage - Cogenhoe Primary School

Mike Fuller - Chenderit School

Jennifer Ideson - Caroline Chisholm School

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Lat Blaylock - RE Today Services

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Lesley Bradley-Brophy - CPD Team, Britannia House

The Professional Agreed Syllabus Working Group met on the following dates:

24th November 2009

13th January 2010

3rd March 2010

6th May 2010

12th July 2010

Other Support:

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