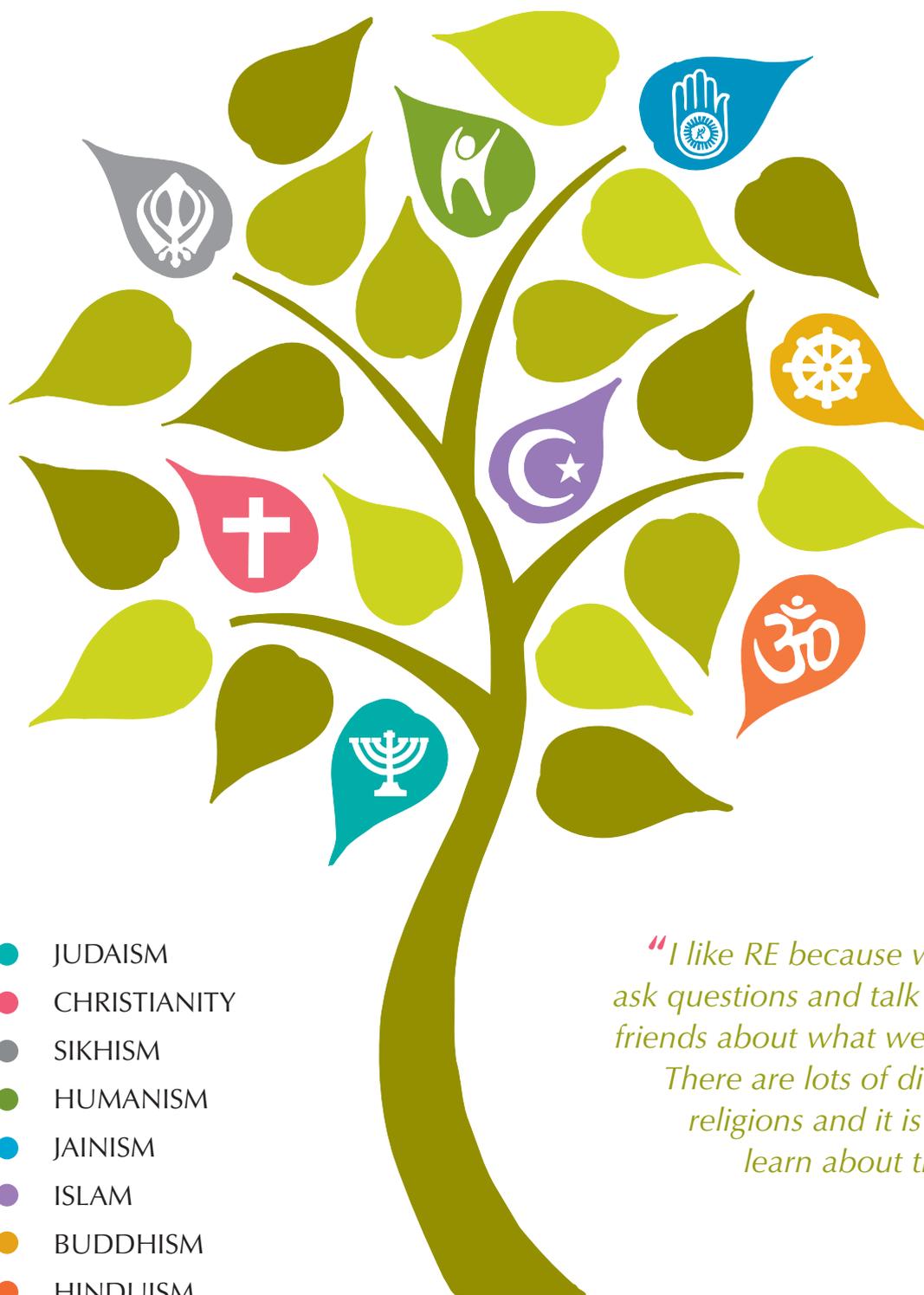


SECTION ONE Introduction

“Growing Together”



“Growing Together”



- JUDAISM
- CHRISTIANITY
- SIKHISM
- HUMANISM
- JAINISM
- ISLAM
- BUDDHISM
- HINDUISM

“I like RE because we can ask questions and talk to our friends about what we think. There are lots of different religions and it is fun to learn about them.”

Sally
Age 8



Contents

Section One

Introduction

Forewords	4
Introduction	7
Executive Summary	8

Section Two

Religious Education and The Bigger Picture

The Contribution of Religious Education to the Purposes of Education	11
The Importance of Religious Education	13
The Aims of Education and The Aims of Religious Education	15
The Two Attainment Targets	17
Every Child Matters in Religious Education	18
Religious Education and Inclusion	24
Religious Education and Community Cohesion	28
Spiritual, Moral, Social and Cultural Development	32
Learning Outside the Classroom	35
Religious Education and ICT	38

Section Three

Teaching and Learning in Religious Education

Learning Processes and Pedagogies in Religious Education	39
Attitudes in Religious Education	44
The Fields of Enquiry for Religious Education	50
Skills for Learning in Religious Education	52
Personal Learning and Thinking Skills in Religious Education	57

Section Four

Programmes of Study

Legal Requirements for Religious Education	63
The Breadth of Religious Education	66
Religions and Beliefs to be Studied	68
Curriculum Time for Religious Education	69
Religious Education within the Whole Curriculum	70
The Programmes of Study:	
Early Years Foundation Stage (YR)	71
Key Stage 1	76
Key Stage 2	78
Key Stage 3	81
14-19 RE for All	85
Religious Education 16-19	87



Section Five

Assessment

Assessment in Religious Education:	
Assessment for Learning	91
Assessment of Learning	92
Recording and Reporting	92
The Eight Level Scale	93
Assessing Attainment at the End of a Key Stage	98
Using the Level Descriptions	99
A Ladder of Key Skills for Assessing RE	102

Section Six

Appendices

Performance Descriptions	103
Acknowledgements	105

Section Seven

CD ROM Additional Support Materials

Contents

Section One - Introduction

- Introduction to the Agreed Syllabus
- Information for Head Teachers and Governors
- Information for RE Subject Leaders
- Creating a Long Term Plan for RE
- Using the Exemplified Units

Section Two - The Agreed Syllabus

- Introduction
- Religious Education and the Bigger Picture
- Teaching and Learning in Religious Education
- The Programmes of Study for Religious Education
- Assessment in Religious Education
- Appendices

Section Three - Exemplified Units of Work

- Using the Exemplified Units
- Early Years Foundation Stage (YR)
- Key Stage 1
- Lower Key Stage 2
- Upper Key Stage 2
- Key Stage 3
- Special Schools and Designated Special Provision Units

Section Four - Additional Guidance

- A Glossary for Religious Education
- Resource Information
- Useful Websites
- NATRE Guidance on Religious Visitors in Schools (reproduced with kind permission of NATRE)
- Guidance on Visiting Places of Worship
- Guidance on Parental Objections to Visits to Places of Worship (reproduced with kind permission of Learning Outside the Classroom - LOTC)
- A Beginner's Guide to the Religions of the Agreed Syllabus
- Handling Faith Sensitivities
- Guidance on RE Subject Leadership
- An Exemplification of Pedagogy
- Concepts in RE
- A Glossary of Dramatic Conventions
- The "I Can" Statements for Levels 1-8
- Guidance on Catering for SEN in RE
- Guidance on SEN for Special Schools and Designated Special Provision Units
- QCDA Guidance on "Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties"
- Guidance on Meeting the Needs of the Gifted and Talented
- SCAA Guidance on RE 16-19
- A Template for Units of Work
- NATRE APP Materials for RE (reproduced with kind permission of NATRE)



Foreword 1

“I enjoy Religious Education because it helps you to understand other people’s beliefs and it teaches you to respect others and their different cultures and ways of life.”

Eleven year old Megan’s experience of Religious Education at school is clearly a positive one. She summarises the important role that this subject has to play in preparing the children and young people of Northamptonshire for adult life, employment and lifelong learning.

In our ever changing, diverse world, it is essential that we grow in our understanding of ourselves and of those around us in order to build respectful and cohesive communities where people can live and work harmoniously, side by side.

The Local Authority is required by law to review its Agreed Syllabus for Religious Education every five years.

Extensive consultation with teachers, children, young people and faith groups has resulted in this new Agreed Syllabus for RE in Northamptonshire, “Growing Together”, which gives clear guidance to schools about how and what to teach in Religious Education.

“Growing Together” sees Religious Education as a challenging, thought-provoking subject, relevant for children and young people of all faiths or none. It seeks to develop an awareness of one’s own beliefs, values and commitments, to share experiences and to learn from one another and from the religions in our community.

This new syllabus and the support materials which accompany it are the result of the commitment and hard work of members of the Standing Advisory Council for RE (SACRE), the Agreed Syllabus Conference (ASC) and Teachers’ Writing Group, the Learning Adviser for RE and Lat Blaycock (Consultant to the SACRE). I give my thanks to all of these people for the work that they have undertaken to create this new and improved syllabus.

We believe that Religious Education taught according to this new syllabus will raise standards of teaching and learning and help to prepare the children and young people of Northamptonshire for the challenges of the future. It will help enable them to discern what is of value within and outside religious traditions and contribute to their own personal development and sense of identity.

I am delighted therefore to be able to commend this document to you.



Paul Burnett

Corporate Director for Children and Young People, Northamptonshire County Council



Foreword 2

I am delighted to introduce the new Agreed Syllabus for Religious Education for Northamptonshire Schools.

The title “Growing Together” was deliberately selected to reflect the nature of our county where signposts welcome visitors with the words “Let Yourself Grow.” This is exactly what we believe Religious Education, according to this new Agreed Syllabus, can help to support for the children and young people of Northamptonshire.

Our county is home to many diverse and active faith communities. Alongside our numerous historic churches you can find a rapidly growing number of modern temples and faith centres, thriving with followers of many diverse faith traditions. There are also many people who follow non-religious life stances and a rich and diverse population who may follow a spiritual but non-religious way of life.

Religious Education, through “Growing Together”, will allow pupils to explore their own beliefs and traditions and those of others in a meaningful and engaging way. It will encourage pupils to grow individually and together with sensitivity and respect towards people of all faiths and none.

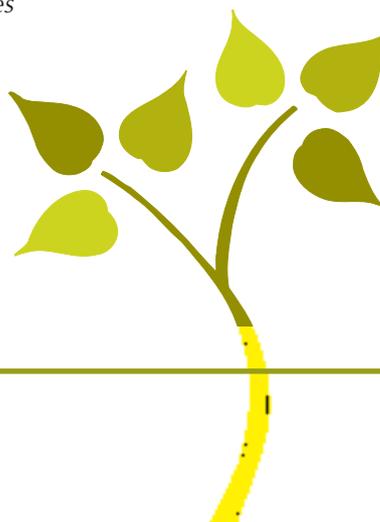
I would like to thank all those involved in the production of “Growing Together”, and offer my wholehearted support for it and for Northamptonshire SACRE’s continuing commitment to support the delivery of Religious Education in our schools.

We hope that teachers will find the new syllabus and support materials inspiring, relevant and useful in their planning and delivery of Religious Education.



Councillor Andrew Grant

Cabinet Member for Children and Young People Services



Foreword 3

Our Western culture of rapid technological change and our growing understanding of connectedness to global issues asks of religious educators to provide a syllabus for RE for schools that demonstrates well the importance of religion and faith to these and other big issues. The RE classroom should be a place where children and young people reflect on their own beliefs, undertake dialogue with those of other beliefs and none and grow in their understanding of what is of value within religious traditions.

We believe that RE taught according to the new Agreed Syllabus, "Growing Together", will strengthen this and that the support materials will further empower teachers to use the syllabus in creative ways that promote well the teaching of religious concepts and enquiry-based methods of learning.

The process of syllabus review has been a very positive one bringing together representatives of the different groups on SACRE. We would like to acknowledge the expertise, commitment and creative thinking of the Teachers' Working Group, our consultant Lat Blaylock and most of all our inspiring RE Adviser, Lesley Pollard.



Philip Davies

Chair of the Agreed Syllabus Conference



Introduction

Welcome to “Growing Together”, the Agreed Syllabus for Religious Education in Northamptonshire. This syllabus replaces the previous syllabus published in 2004.

Since the publication of the last syllabus there have been a number of significant changes which have impacted on Religious Education, including the new Secondary Curriculum, the Children’s Plan (2008), the National Non-Statutory Framework in Religious Education (QCA 2004), Religious Education in English Schools Non-statutory Guidance (DCSF 2010) and the duty placed on schools to promote Community Cohesion (DCSF 2007). These changes have been taken into account in producing this new syllabus.

“Growing Together” has been informed by consultation with schools and with faith and belief communities through the Standing Advisory Council for Religious Education (SACRE). It has been drawn up by the Northamptonshire Agreed Syllabus Conference (ASC) and approved by the Standing Advisory Council for Religious Education. It is the legal basis for Religious Education in Northamptonshire from September 2011.

Since 1944 all schools have been required to teach Religious Education to all pupils on the school roll, except where parents exercise their right to withdraw their children from the subject. Religious Education is a core subject of the Basic Curriculum for all pupils and this Agreed Syllabus is equivalent to the government’s subject orders for the subjects of the National Curriculum.

Religious Education continues to play a major role in the curriculum in enabling pupils to explore their own beliefs, values and traditions and become more informed about those of others. It enables pupils to acquire and develop knowledge and understanding of a range of religious and non-religious life stances and to develop respect and sensitivity so that, as future citizens, they will value and celebrate cultural and religious diversity.

Religious Education also makes a valuable contribution to pupils’ lifelong search for truth and meaning.

This Agreed Syllabus explains the value and purposes of Religious Education for all pupils and specifies what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in Religious Education and assists in enabling pupils to reach their potential in the subject.

“Growing Together” is organised into sections, with further Support Materials available on the accompanying CD Rom.



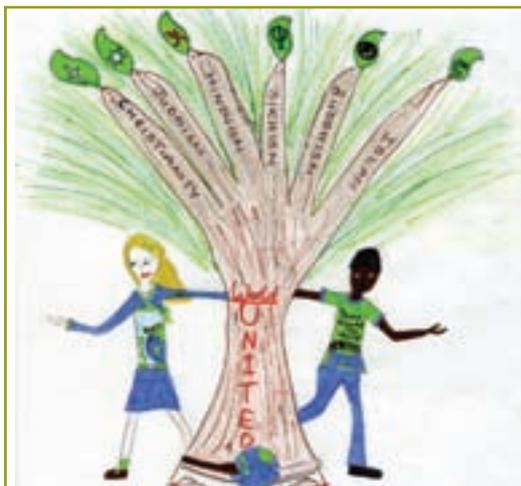
Executive Summary

The Northamptonshire SACRE and Children and Young People's Directorate provides an up to date, clear and accessible Agreed Syllabus that is fit for purpose. It comes with additional Support Materials (on the CD Rom) which will help to improve and support teaching and learning in Religious Education in county schools.

This executive summary provides an overview of the essential requirements of the Northamptonshire Agreed Syllabus for Religious Education for Northamptonshire schools 2011-2016.

The SACRE would like to thank all the schools who submitted entries to the competition "Illustrations for the New Agreed Syllabus." The winning entries, who each received a voucher from the SACRE, are included here and on the following pages.

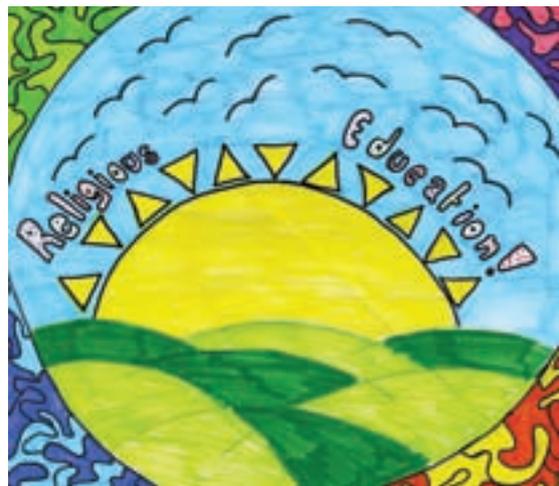
- All pupils on the school roll have an entitlement to receive Religious Education. This includes pupils in the Reception Year of the Early Years Foundation Stage and 16-19 year old students in school Sixth Forms.
- This Agreed Syllabus is the legal basis for Religious Education in Northamptonshire schools where it applies (see "Legal Requirements" pg 63-65 for further details). Inspection will be based upon the implementation of this syllabus and its outcomes for pupils.
- Schools are expected to plan for, and deliver, the following amount of curriculum time for Religious Education:
 - YR: A minimum of 30 hours adult-led learning;
 - KS1: 36 hours of tuition per year;
 - KS2: 45 hours of tuition per year;
 - KS3: 45 hours of tuition per year;
 - KS4: 5% of curriculum time or 70 hours of tuition across the key stage;



Emma - Hackleton CE Primary School

Winner

"Different branches are the different roads we tread. We must choose which path to follow in life."



Amy - The King John School

Winner

"RE is a special subject to help make peace and stop conflict. If we listen, a new day could dawn."



- 16-19: Allocation of time for RE for all should be clearly identifiable and should avoid tokenism.
- In the Reception Year of the Early Years Foundation Stage, where RE is a requirement, the syllabus provides planning guidance for linking Areas of Learning to RE experiences.
- Guidance provided for the Early Years Foundation Stage can assist schools in completing Foundation Stage Profiles as it includes examples of experiences linked to the Early Learning Goals, including those concerned with cultural diversity.
- The minimum requirements for religions and beliefs to be studied are:
 - YR: Christianity + Beginning to learn about other religions or belief systems represented in the school and the local area;
 - KS1: Christianity + 1 religion (Judaism);
 - KS2: Christianity + 3 other religions (Islam, Hinduism and Sikhism);

- KS3: Christianity + 4 religions (Islam, Judaism and Buddhism and either Hinduism or Sikhism);
- 14-19: Christianity plus one religion selected by the school (or a nationally accredited qualification such as the GCSE Short Course or Full Course with a focus on Christianity and reference to at least one other religion).
- Non-religious or secular life stances should be studied where appropriate through the key stages.
- It is recognised that many schools will wish to go beyond the minimum requirements in their delivery of RE.
- The Agreed Syllabus specifies Programmes of Study for each key stage.
- There are two Attainment Targets for Religious Education:
 - AT1= Learning about religion and belief;
 - AT2= *Learning from religion and belief.*

Continued overleaf



Annie - Brixworth CEVC Primary School
Winner

"All people and religions can come together to make the world happy and bright."



Jack - Oundle CE Primary School
Winner

"Come together in peace and harmony. Care for others and share this world as one."



- There is an 8 level assessment scale (Level Descriptions) to establish and guide expectations.
- There are Performance Descriptions ("P Scales") in Appendix 1 which can be used in similar ways to the 8 Level Scale with pupils who have learning difficulties in Special Schools, Designated Special Provision Units and other settings.
- There are "I can..." statements for each of the 8 Levels and for the "P" Levels in the Support Materials on the CD Rom, to support assessment for learning in RE.
- Reporting achievement in RE to the SACRE: the SACRE continues to require schools to complete and submit a summary of end of Key Stage data at the end of Key Stages 1, 2 and 3. This data, which is based on teacher assessment, is not collected in any other form, but the SACRE requires this information for its Annual Report for the LA and DFE. The form for collection of this data is sent to schools by the SACRE and the local authority annually during the summer term.

- There is information in the syllabus on the contribution of RE to whole school issues such as Every Child Matters, Community Cohesion, Learning Outside the Classroom and Information Communication Technology.
- The syllabus provides detailed information, guidance and support with regard to RE and Inclusion.
- Extensive Support Materials are available on the CD Rom which accompanies the Agreed Syllabus. This includes exemplified units of work for a range of the mandatory units and for some additional units that schools will be able to select from if they wish.
- Academy Schools in a local authority are expected to adopt their local Agreed Syllabus for Religious Education (unless they are a Faith Academy). The Northamptonshire Academies are therefore invited to use this syllabus.
- The Agreed Syllabus is to be implemented in full by schools by September 2011.



Erin-Jayne - Wollaston Primary School

Winner

*"Lots of different people all take the same 'Life' bus.
We can make that journey together side by side."*

