

SECTION FOUR
Programmes of Study

“Growing Together”



The Legal Requirements for Religious Education



This section outlines the legal requirements for Religious Education and specifies what should be taught in Religious Education at Early Years Foundation Stage (Reception Year), throughout the key stages and from 16-19.

With regard to Religious Education, primary legislation from 1944 to 1993 has been consolidated by The Education Act 1996 (EA 96), the School Standards and Framework Act 1998 (SSFA) and the Education Act 2002 (EA 02). The legal requirements are that:

- 1 Religious Education must be provided for all registered pupils in full time education. (S.69 (1) and Schedule 19 SSFA; S.80 (1) (a) EA02).

“The curriculum in every maintained school in England shall comprise a basic curriculum including provision for RE for all registered pupils at the school.” (S.80 (1) (a) EA 02).

The exception to this is for those pupils withdrawn from RE at the request of their parents. (S.71 (1) (a) SSFA).

The law relating to RE for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As RE must be taught to ‘all registered pupils at the school’, it includes pupils in reception classes, but not those in nursery classes or play groups.

By the same law, RE must be provided for all students in school sixth forms (but not those in Sixth Form Colleges, which must provide RE for all students who wish to receive it).

Special Schools must comply with this requirement by ensuring that every pupil receives Religious Education as far as is practicable.

Academies in the local authority area are invited to use the Northamptonshire Agreed Syllabus. The Funding Agreements for Academies ensure that they have to deliver RE in the same way as maintained schools. The funding agreements require each academy to provide for RE:

“The Academy shall make provision for the teaching of Religious Education and for a daily act of Collective Worship.”

Education Department guidance says that provision shall be made for Religious Education to be given to all pupils at the Academy,

EITHER,
in accordance with the requirements for agreed syllabuses in S.375(3) EA96 and paragraph 2(5) Schedule 19 SSFA, and having regard to the requirements of the Qualifications and Curriculum Authority’s National Framework for Religious Education in schools (Community Schools).

OR,
Where the academy is to be designated as a school with a religious character provision shall be made for Religious Education to be given to all pupils at the Academy in accordance with the tenets of (insert the specified religion or religious denomination).



2 Religious Education must be taught in accordance with an Agreed Syllabus in:

- Community schools;
- Foundation schools (apart from those with a religious foundation where parents request RE to be 'denominational' or taught in accordance with the Trust Deed of the school);
- Voluntary controlled schools (apart from when parents request RE to be 'denominational' or taught in accordance with the Trust Deed of the school).
(S.375 EA 96, S.80 EA 02, S.69 [1] SSFA, Schedule 19 SSFA).

In Northamptonshire, RE meets the legal requirement insofar as it implements this Agreed Syllabus. Schools are not at liberty to plan and teach RE from any other basis.

Currently the Peterborough Diocesan Board of Education recommends the Northamptonshire Agreed Syllabus for use in all Church of England Schools in the Diocese of Peterborough.



3 Religious Education must be taught according to an Agreed Syllabus that reflects 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'. (1996 Act, Ch 56 S375 (3)).

4 In schools where the Agreed Syllabus applies, Religious Education must be non-denominational, but teaching about denominational differences is permitted.
"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).

5 The Head Teacher, along with the Governing Body and the LEA, is responsible for the provision of Religious Education in foundation and community maintained schools and in voluntary controlled schools (See Paragraph 2 above). (S.69 [1] SSFA and Statutory Instrument 2005/1437).



Reporting on Pupils' Progress and Attainment

Schools are required to provide an annual report for parents on the attainment and progress of each child in Religious Education, as for other subjects of the curriculum.

Withdrawal from Religious Education

In accordance with S.71 SSFA, a parent of a pupil may request:

- that the pupil may be wholly or partly excused from receiving Religious Education given in accordance with the school's basic curriculum;
- that a pupil who is wholly or partly excused from receiving Religious Education provided by the school may in certain circumstances receive Religious Education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session (S.71 [3] [b] SSFA);
- that a pupil who is wholly or partly excused from receiving Religious Education provided by the school may receive Religious Education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

Teachers

With specific exceptions, teachers may withdraw from teaching Religious Education and they should not be discriminated against for their religious opinions or practices.

Further information and guidance can be found in Appendix 3 and in "Religious Education in English Schools: Non-statutory Guidance 2010" www.teachernet.gov.uk/publications Ref DCSF-00114-2010



"I enjoy learning about the different religions in the world that we live in because it gives you an opportunity to step into other people's boots and learn about them."

Kylie

Age 7





The Breadth of Religious Education

Northamptonshire is home to many diverse and active faith communities.

Alongside our numerous historic churches you will find a rapidly growing number of modern temples and faith centres, thriving with followers of many diverse faith traditions.

This is only to be expected of a county with such a rich and ongoing tradition of welcoming and embracing different cultures and new ideas.

There are also many people who follow non-religious life stances. There is also a rich and diverse population including Humanists and others who may follow a spiritual but non-religious way of life.

Religious Education, through this Agreed Syllabus, will allow pupils to explore their own beliefs, values and traditions and those of others, in a meaningful and engaging way. It will encourage pupils to share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none.

Which religions and beliefs are to be studied?

Northamptonshire Religion: data from the 2001 Census

In determining which religions and beliefs to study, data from the 2001 census for Northamptonshire has been considered alongside statutory and recommended requirements.

It is not simple to use or analyse the statistics of world religions: they are often disputed. The census data from 2001 will be going out of date during the lifetime of this Agreed Syllabus but still the data is important in giving a clear and agreed picture of religion in the county and the region. Teachers and pupils are invited to use the data as a basis for their understanding of religion locally and to question, enquire into, explore and explain its meaning.

We do not intend to educate children only for their current life, perhaps in a village, a town or a city. The purpose of RE includes enabling children to be ready to live in a wider world: the region, the nation and the whole earth. So statistics for the East Midlands are important, as well as the figures for our own county.



NORTHAMPTONSHIRE: BY RELIGION

Religion (all people)	Count
Christian	450,274
Buddhist	1,487
Hindu	5,648
Jewish	698
Muslim	5,662
Sikh	1,803
Other	1,684
No religion	113,259
Religion not stated	49,161

It is through teaching RE's aims and attainment targets that high standards in RE can be established. Pupils' experience of the subject is the focus for their exploration of human experience and beliefs. It is also important that pupils are taught in depth and detail about particular religions through each of the key stages.

In this Agreed Syllabus, "Growing Together", schools contribute to pupils in Northamptonshire developing an overall understanding of the 6 principal religions in the UK. The balance between depth of understanding and the coverage of material in these religions is important, so the syllabus – as it did in 2004 – lays down the recommended religions to be taught at each key stage. This is in line with the law, which states that Religious Education shall have regard to "the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in Great Britain." There is an emphasis on the depth of study of religions and beliefs, rather than "coverage".

THE EAST MIDLANDS: BY RELIGION

Religion (all people)	Count
Christian	3,003,475
Buddhist	7,541
Hindu	66,710
Jewish	4,075
Muslim	70,224
Sikh	33,551
Other	9,863
No religion	664,845
Religion not stated	311,890

This can be seen as a minimum entitlement to learning about religions and some schools may plan the study of more religions than this minimum, through School Selected or School Designed Units of Work. This may be especially appropriate where children from many religions are present in one class or school.

This structure promotes continuity and progression between schools. Schools may plan some RE that goes beyond this – for example, in response to topical events or local needs – but regard must be given to the importance of enabling pupils to study religions and beliefs in depth.

Additionally, schools should use material from other religious traditions and belief systems represented in the school, the local area, the region or the UK, such as Rastafari, the Baha'i Faith, the Jehovah's Witnesses, The Church of Jesus Christ of Latter-day Saints, Brahma Kumaris or Humanists.

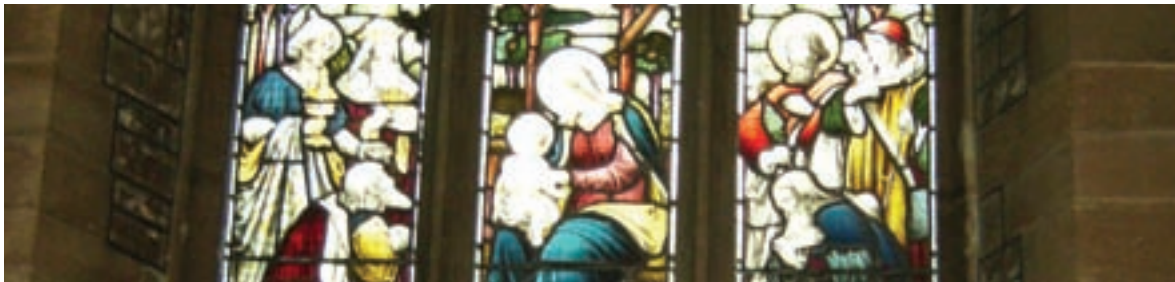


Religions and Beliefs to be Studied

The Agreed Syllabus requires the following religions to be studied in depth:

	RELIGIONS TO BE STUDIED IN DEPTH:
Foundation Stage / Reception	Christianity Religions and beliefs represented in the class or school
Key Stage One	Christianity and Judaism
Key Stage Two	Christianity, Islam, Sikhism and Hinduism
Key Stage Three	Christianity, Buddhism, Judaism, Islam and one of Hinduism or Sikhism
Key Stage Four	Two religions including Christianity (through a recognised national RS qualification course such as GCSE RS or CoEA RS)
16-19 RE for ALL	Belief systems or life stances as appropriate

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



Curriculum Time for Religious Education

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DCSF and QCDA guidance: a minimum 5% of curriculum time is required for teaching RE.

In 2010 QCDA advised schools about time for each area of learning. This advice gave a starting point of 60 minutes per week for Key Stage 1 RE and 75 minutes per week for Key Stage 2 RE, and offered numerous examples of timetabling in which RE is allocated 60 -75 minutes per week (QCDA, 2010). These recommendations are further supported in 'Designing the Curriculum' for Secondary School RE (Specialist Schools and Academies Trust, 2008).

This means in practice that schools are expected to allocate:

EYFS (Year R): A minimum of 30 hours identifiable within adult-led experiences;

Key Stage 1: 36 hours of tuition per year;

Key Stage 2: 45 hours of tuition per year;

Key Stage 3: 45 hours of tuition per year;

Key Stage 4: 5% of curriculum time, or 70 hours of tuition across the key stage;

16-19: Allocation of time for RE for all should be clearly identifiable.

It is important to note that:

- RE is a core subject of the Basic Curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- Curriculum time for Religious Education is distinct from the time schools may spend on Collective Worship or school assembly. The times given above are for Religious Education.

- There is clearly a common frontier between RE and such subjects as Literacy, Citizenship and PSHE. However, the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- Some schools also use 'RE days' or an 'RE week' to focus learning: the QCDA's examples from 2010 see such special events as an addition, rather than an alternative to weekly lessons.
- Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus.





Religious Education within the Whole Curriculum

Schools and teachers should plan the best ways to organise Religious Education in order that the overall aims and purposes of the statutory curriculum are met whilst ensuring that the subject does not lose its integrity.

Primary schools should plan for appropriate learning in Religious Education to connect in dynamic and relevant ways with other subjects of the curriculum, key skills and cross curricular studies. Secondary schools should also plan to explore the connections between Religious Education and other subject areas.

It is important, however, that links made with other areas are appropriate, relevant and meaningful.

The Northamptonshire Agreed Syllabus, "Growing Together", connects Religious Education to the whole curriculum in many substantial ways.

The Religious Education Programmes of Study

These programmes of study lay down the requirements for teaching and learning with regard to each age group. They are elaborated upon in the Support Materials provided to accompany this syllabus.



The Programme of Study for the Early Years Foundation Stage

Teaching RE to 3-5s requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils' abilities to express themselves (communication, language and literacy, creative development).

Religious Education is not compulsory for pupils in a nursery school or nursery class in a primary school. Religious Education is compulsory for all pupils who are registered at a school, including those in a reception class.

Breadth of Study

During the Early Years Foundation Stage, pupils should be taught the knowledge, understanding and skills of RE through:

Beginning to learn about Christianity. Schools may also plan to begin learning about the other religions or belief systems, for example, those represented in the school and the local area.

Experience of:

- Special times and events, such as birthdays, a baby welcoming ceremony such as Baptism, Hanukkah, Divali, Christmas and Easter;
- Ways that people show that they belong in families or communities;
- Communicating, especially through worship and prayer.

Knowledge, skills and understanding

Learning about religion and belief

Knowledge and understanding that beliefs matter to people, and that people believe and live differently, about their practices and lifestyles and how they express themselves.

Pupils should be taught to begin:

- recounting the outlines of some religious stories;
- recognising some religious symbols and words and use them correctly;
- exploring features of religious life, such as celebrations, festivals, special places and special times.

Learning from religion and belief

Evaluating and responding to questions of experience, meaning and commitment.

Pupils should be taught to begin:

- asking questions about things which puzzle them in life and in the religious stories, artefacts, people and ideas they encounter;
- identifying or noticing what matters or concerns them in the religious stories, artefacts, people or ideas they encounter;
- exploring how they feel about themselves and the religious stories, artefacts, people or ideas they encounter.



Northamptonshire Units for Foundation Stage YR:

- **Ourselves, Our Families and Our Communities:** Where do we belong?
- **Celebrations and Special Times:** What happens at a festival?
- **Celebrations and Special Times:** What happens at a wedding or when a baby is born?
- **Special Books:** What can we learn from stories from different religions?

Through knowledge, skills and understanding, pupils should develop positive attitudes towards other people and their right to hold different beliefs.

Teaching should enable pupils to begin:

- To identify their own uniqueness and that of others;
- To appreciate the differences and similarities they encounter in others;
- To make distinctions between good and bad, right and wrong.

EARLY LEARNING AREAS OF EXPERIENCE WHICH RELATE TO RE

Personal, Social and Emotional Development

“People have different needs, views, cultures and beliefs, which need to be treated with respect.”

(EYFS Framework, 2007)

EXPERIENCES MIGHT INCLUDE:

- Role play and circle times exploring their emotions and those of others;
- Exploring similarities and differences of those in the class, local and wider community;
- Developing awareness and understanding of themselves as unique individuals: their needs and their feelings;
- Developing awareness and understanding of others and their ‘uniqueness’;
- Learning about the influences religious beliefs can have on an individual’s life and behaviour;
- Exploring belonging and a sense of community;
- Developing attitudes of care, respect and fairness towards other people, animals and plants;
- Developing skills such as communication, investigation, reflection and empathy;
- Remembering and celebrating;
- Sharing together different times of celebration and festivities;



- Using various strategies to discuss what they might do in different given situations;
- Exploring right and wrong behaviour and the consequences;
- Thanking and being thanked, praising and being praised.

EARLY LEARNING AREAS OF EXPERIENCE WHICH RELATE TO RE

EXPERIENCES MIGHT INCLUDE:

Communication, Language and Literacy

“Listen with enjoyment to stories, ... talk and listen confidently ... shows an understanding of story, character and ideas.”

(EYFS Framework, 2007)

- Hearing and using key words relating to religions, life stances, experiences such as visits to places of worship and examining artefacts;
- Listening to stories from religious books and traditions and a range of cultures and using them for discussion and reflection on their own experiences and feelings;
- Composing, using and thinking about the words of simple prayers or reflections;
- Communicating, verbally, in song or in other ways, feelings and thoughts about God, people and the world;
- Exploring books and understanding that they can be special to people;
- Understanding that religious books are very special to some people;
- Discussing family life and what makes some times special for families;
- Talking about puzzling questions and reflecting on their answers and the ideas offered by others;
- Talking about special celebrations and festivals and things associated with such special times.



EARLY LEARNING AREAS OF EXPERIENCE WHICH RELATE TO RE

Knowledge and Understanding of the World

“Investigates places and objects, finds out about the past and present ... begins to know about own culture and beliefs and those of other people, begins to explore what it means to belong ...”

(EYFS Framework, 2007)

EXPERIENCES MIGHT INCLUDE:

- Visiting places of worship in the local community and exploring what can be found and how the places make different people feel;
- Meeting people from different groups within the community, including faith communities, and sharing ideas;
- Asking and answering questions about people’s experiences of faith, life and culture, with sensitivity;
- Hearing some creation stories, such as that found in the Bible, and becoming aware that some people believe God made them whilst others do not accept this;
- Raising awareness and reflecting on how we rely on the world’s resources;
- Becoming aware of seasonal change and celebrating the good earth, e.g. in a harvest festival;
- Sharing foods from a range of different cultures, cooking, eating and talking together;
- Exploring artefacts from a range of different cultures. Knowing how and why to treat them with respect;
- Developing awareness of the world at large and reflecting on the richness in diversity – religious food and feasts, costume, special buildings, objects and artefacts.

“I like RE because we have fun. We look at nature and think about whether God made it. I think God did but my friend doesn’t.”

Catherine
Age 5



EARLY LEARNING AREAS OF EXPERIENCE WHICH RELATE TO RE

Creative Development

“Expresses feelings and preferences ... exploring and communicating ideas and preferences through art, music, dance, role play and imaginative play.”

(EYFS Framework, 2007)

EXPERIENCES MIGHT INCLUDE:

- Listening to and / or singing songs from various religions and cultures;
- Making music and using it as a background for storytelling, movement, dance or circle time;
- Handling special objects and artefacts and talking about their beauty;
- Designing and making special objects, including religious artefacts;
- Cooking festive food, making religious masks and dressing up in religious costumes;
- Enjoying times of joy and times of peace and calm;
- Responding creatively through music, movement, dance, painting to different experiences, such as visits to places of worship, time spent in the natural world, stories shared, etc.



The Programme of Study for Key Stage One

Religions and Beliefs:

Christianity and Judaism

A secular world view,
where appropriate

Fields of Enquiry:

Children should build secure knowledge of:

- Beliefs, teachings and sources;
- Practices and ways of life;
- Forms of expressing meaning;
- Identity, diversity and belonging;
- Meaning, purpose and truth;
- Values and commitments.

The focus of the learning:

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, for themselves, other children and their families.

Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Knowledge, skills and understanding

Learning about religion and belief

Pupils should be taught to:

- **explore** a range of religious stories and sacred writings and talk about their meanings;
- **name and explore** a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- **identify the importance**, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- **explore how** religious beliefs and ideas can be expressed through the arts and communicate their responses;
- **identify and suggest meanings** for religious symbols and begin to use a range of religious terms and ideas.

Learning from religion and belief

Pupils should be taught to:

- **reflect on and consider** religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness;
- **ask and respond imaginatively** to puzzling questions, communicating their ideas;
- **identify what matters** to them and others, including those with religious commitments, and communicate their responses;
- **reflect on** how spiritual and moral values relate to their own behaviour;
- **recognise** that religious teachings and ideas make a difference to individuals, families and the local community.



Units of Study for Key Stage 1:

- **Places in Christianity:** What makes a place special for Christian people?
- **People in Christianity:** What can we learn from Jesus and St. Francis?
- **Books and stories in Christianity:** What do Christians learn from the Bible?
- **The Family in Judaism:** How does being Jewish make a difference to family and celebration?
- **The Torah:** How does the Torah influence the lives of Jewish people?
- **School Selected Units or School Designed Units for RE.**

Breadth of Study

During the key stage, pupils should be taught knowledge, skills and understanding through the following areas of study:

- **believing:** what people believe about God, humanity and the natural world;
- **story:** how and why some stories are sacred and important in religion;
- **celebrations:** how and why celebrations are important in religion;
- **symbols:** how and why symbols express religious meaning;
- **leaders and teachers:** figures in religion who have an influence on others locally, nationally and globally ;
- **belonging:** where and how people belong and why belonging is important;
- **myself:** who I am and my uniqueness as a person in a family and community.

Example experiences and opportunities for Key Stage 1 pupils:

- **visiting places of worship** and focusing on symbols and feelings;
- **listening and responding 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, for example, through a 'virtual tour' of the sacred places of religions studied.

The syllabus Support Materials on the accompanying CD Rom provide guidance and assistance for teachers' planning.



The Programme of Study for Key Stage Two

Religions and Beliefs:

Christianity, Islam (Lower Key Stage 2)
Christianity, Sikhism and Hinduism
(Upper Key Stage 2)

A secular world view,
where appropriate

Fields of Enquiry:

Children should build secure knowledge of:

- Beliefs, teachings and sources;
- Practices and ways of life;
- Forms of expressing meaning;
- Identity, diversity and belonging;
- Meaning, purpose and truth;
- Values and commitments.

The focus of the learning:

Throughout Key Stage 2, pupils learn about Christianity and three of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs, and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.

Knowledge, skills and understanding

Learning about religion and belief

Pupils should be taught to:

- **describe** the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- **describe** the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- **identify and begin to describe** the similarities and differences within and between religions;
- **investigate** the significance of religion in the local, national and global communities;

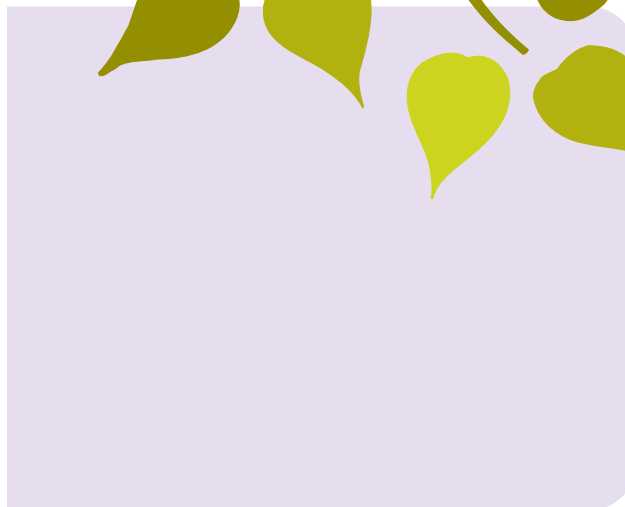
Learning from religion and belief

Pupils should be taught to:

- **reflect** on what it means to belong to a faith community, communicating their own and others' responses;
- **respond** to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- **discuss** their own and others' views of religious truth and belief, expressing their own ideas;
- **reflect** on ideas of right and wrong and their own and others' responses to them;
- **reflect** on sources of inspiration in their own and others' lives.



- **consider the meaning** of a range of forms of religious expression, understand why they are important in religion and note links between them;
- **describe and begin to understand** religious and other responses to ultimate and ethical questions;
- **use specialist vocabulary** in communicating their knowledge and understanding;
- **use and interpret** information about religions from a range of sources.



Units of Study for Lower Key Stage 2:

- **The Church Year:** Is Christmas a festival of light or love?
- **The Church Year:** Is Easter a festival of new life or sacrifice?
- **Jesus:** Why is Jesus an inspirational leader for some people?
- **Christianity in Action:** What difference do Christians make towards addressing some problems in the UK today?
- **Islam:** Keeping The Five Pillars - what difference does it make?
- **Values:** What matters most to Christians and Humanists?
- **School Selected Units or School Designed Units for RE.**

Units of Study for Upper Key Stage 2:

- **Words of Wisdom:** What can we learn from reflecting on Christian, Sikh and Muslim wisdom?
- **Sikhism in Britain:** What is important to a Sikh in Britain today?
- **Hinduism:** What can we learn from some aspects of the Hindu religion?
- **Religions in Our Community:** How can we build a more respectful Northamptonshire?
- **Beliefs and Actions in the World:** Can Christian Aid and Islamic Relief change the world?
- **Stories of Faith:** What can we learn from stories shared by Christians, Jews and Muslims?
- **School Selected Units or School Designed Units for RE.**



Breadth of Study

During Key Stage 2, pupils should be taught knowledge, skills and understanding through the following areas of study:

- **beliefs and questions:** how people's beliefs about God, the world and others impact on their lives;
- **teachings and authority:** what sacred texts and other sources say about God, the world and human life;
- **worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites;
- **the journey of life and death:** why some occasions are sacred to believers and what people think about life after death;
- **symbols and religious expression:** how religious and spiritual ideas are expressed;
- **inspirational people:** figures from whom believers find inspiration;
- **religion and the individual:** what is expected of a person in following a religion or belief;
- **religion, family and community:** how religious families and communities practise their faith and the contributions this makes to local life;
- **beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Example experiences and opportunities for Key Stage 2 pupils:

- **encountering religion** through visitors and visits to places of worship, virtual visits using ICT, 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 for RE**, particularly in enhancing pupils' awareness of religions and beliefs globally.

The syllabus Support Materials on the accompanying CD Rom provide guidance and assistance for teachers' planning.



The Programme of Study for Key Stage Three

Religious Education always engages pupils in looking at the question “What does this mean to me?”

Religions and Beliefs:

Christianity, Islam, Judaism, Buddhism and either Sikhism or Hinduism
A secular world view, where appropriate

The focus of the learning:

Throughout Key Stage 3, pupils extend their understanding of Christianity and four other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions.

They interpret religious texts, scriptures and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others’ responses to religious, philosophical and spiritual issues.

Knowledge, skills and understanding

These **key concepts** must be built in to the planned Key Stage 3 RE curriculum:

Beliefs, teachings and sources (AT1)

- Understanding, explaining and interpreting teachings, sources, authorities and ways of life in order to express reasoned views about religions and beliefs.
- Understanding, explaining and interpreting beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.

Practices and ways of life (AT1)

- Understanding, explaining and interpreting the varied impacts of religions and beliefs on how people live their lives.

Pupils should learn about and from religions and beliefs.

Learning about religion and belief

Pupils should be taught to:

- investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies;
- analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions;
- investigate and explain why people belong to faith communities and explain the reasons for diversity in religion;
- analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy;
- discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues;



- Applying ideas and expressing insights about the impact of practices from religions and beliefs on ways of life.

Expressing meaning (AT1)

- Understanding and expressing ideas and insights about the meanings of different forms of religious, spiritual, moral and cultural expression.
- Understanding, explaining and interpreting ways in which religions and beliefs use literature, the arts, music, architecture and other forms of creative expression to respond to ultimate questions.

Identity, diversity and belonging (AT2)

- *Understanding, explaining and interpreting varied viewpoints on issues connecting personal and communal identity.*
- *Applying ideas and expressing insights into questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.*

Meaning, purpose and truth (AT2)

- *Describing and expressing insights into ultimate questions that confront humanity.*
- *Applying ideas and expressing insights into questions of meaning and purpose in relation to religion and beliefs.*
- *Explaining different ideas about what is true.*

Values and commitments (AT2)

- *Understanding, explaining and interpreting moral values and how they can relate to beliefs and experience.*
- *Expressing views and ideas about their own and others' values and commitments in order to make informed, rational and imaginative choices.*

- apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs;
- interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;
- interpret a variety of forms of religious and spiritual expression including art, music architecture and literature.

Learning from religion and belief

Pupils should be taught to:

- *reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments;*
- *evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas;*
- *express insights into the significance and value of religion and other world views on human relationships personally, locally and globally;*
- *reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas;*
- *express their own beliefs and ideas, using a variety of forms of expression.*



Breadth of Study

During Key Stage 3, pupils should be taught knowledge, skills and understanding through the following areas of study:

- **beliefs and concepts:** the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death;
- **authority:** different sources of authority and how they inform believers' lives;
- **religion and science:** issues of truth, explanation, meaning and purpose;
- **expressions of spirituality:** how and why human self-understanding and experiences are expressed in a variety of forms;
- **ethics and relationships:** questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil;
- **rights and responsibilities:** what religions and beliefs say about human rights and responsibilities, social justice and citizenship;
- **global issues:** what religions and beliefs say about health, wealth, war, animal rights and the environment;
- **interfaith dialogue:** a study of relationships, conflicts and collaboration within and between religions and beliefs.

Example experiences and opportunities for Key Stage 3 pupils:

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues;
- visiting, where possible, 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;
- reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments;
- using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully;
- exploring the connections between religious education and other subject areas such as the arts, humanities, literature, and science.

The syllabus Support Materials on the accompanying CD Rom provide guidance and assistance for teachers' planning.



Units of Study for Key Stage 3:

- **God:** What do Christians believe about God? What do I believe?
- **Christian Ways of Life:** What challenges do Christian ways of living present to people like me?
- **Christian Teachings on Origins, Purpose and Destiny:** Where do we come from and where are we going?
- **Judaism as a Living Religion:** What is it like to follow a Jewish way of life in Britain today?
- **Islam as a Living Religion:** What is it like to follow a Muslim way of life in Britain today?
- **Buddhism as a Living Religion:** What is it like to follow a Buddhist way of life in Britain today?
- **Sikhism or Hinduism as a Living Religion:** What is it like to follow a Sikh or a Hindu way of life in Britain today?
- **School Selected or Designed Units for RE.**



“The best thing about RE lessons is that you learn the science part and you learn things about life and why people are different to others. An RE lesson is like watching the news, only not boring. It is very interesting how people have different views to others.”

Charlie
Age 15



RE in Key Stage Four in Northamptonshire

14-19 Religious Education for All

Curriculum Aims

Learning and teaching activities in Religious Education (RE) contribute to the achievement of curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

The legal requirements for RE at Key Stage 4

Provision of RE is a legal requirement for all students on the school roll.

Seventy hours of tuition across Key Stage 4 is the normal requirement by which learners can achieve the standards of the GCSE Short Course in Religious Studies. This is the benchmark for RE provision in Northamptonshire.

Range

Schools must select options which enable pupils to study Christianity and at least one other religion. It is good practice for students to learn about the religions and beliefs of their own community and from their own perspective.

The requirements of the syllabus are met where pupils take a GCSE course in Religious Studies (or equivalent) from a national awarding body where Christianity and one other religion are studied. (Where a course which examines only Christianity is used, schools must set students' learning in a broad plural context.)

Any pupil following one of the nationally accredited courses below is deemed to have met the requirements of the Agreed Syllabus:

- A GCSE Religious Studies course which is based on the study of Christianity and at least one other major religion (the full course);
- A GCSE (short course) in Religious Studies which is based on the study of Christianity and at least one other major religion (the short course);
- A CoEA (Certificate of Educational Achievement) in Religious Education which is based on the study of Christianity and at least one other major religion.

Currently (2010), such courses are available from all the national awarding bodies: AQA, OCR, Edexcel and WJEC. There is a wide range of options and combinations of religions and topics to be studied. Schools must teach RE using the specifications of a GCSE (short) RS course. The Agreed Syllabus does not, of course, require that students be entered for this examination: that is a matter for schools.

The value of RE to students 14-19

Through these RE courses, students gain access to many valuable learning opportunities including enabling students to:

- flourish individually, within their communities and as citizens in a diverse society and in the global community;
- develop personalised learning skills;
- develop attitudes of respect for all in a plural society.



Curriculum opportunities

During the 14-19 phase students should be offered the following opportunities that are integral to their learning in RE and enhance their engagement with the concepts, processes and content of the subject. The curriculum should provide opportunities for students to:

- discuss, explore and question concepts, images and practices;
- visit places of worship, inter-faith centres or other spiritual places, learning from worship or rituals, as appropriate;
- discuss, reflect on and develop arguments about philosophical and ethical issues;
- reflect on the importance of engagement in community projects, dialogue or social action, reflecting on its importance for themselves and others;
- encounter and engage with people from different religious, cultural and philosophical groups, to explore a range of convictions on religious and moral issues;
- evaluate concepts, practices and issues, paying attention to beliefs and experience, and using reasoned, balanced arguments;
- use a range of forms of expression to communicate their ideas and responses, including exploring and recording how their thoughts, feelings and experiences have changed;
- access the sources, images and sounds that are key to their study, using texts and ICT as appropriate;
- explore the connections between RE and other subject areas.

Key Concepts for 14-19 RE for All

Teachers need to provide learning for students in relation to the key concepts that underpin the study of RE in order to deepen and broaden their knowledge, skills and understanding.

The Key Concepts

A Beliefs, teachings and sources (AT1)

- Analysing teachings, sources, authorities and ways of life in order to understand religions and beliefs in historical and cultural contexts.
- Understanding and analysing beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.

B Practices and ways of life (AT1)

- Explaining and evaluating the varied impacts of religions and beliefs on how people live their lives.
- Analysing the ways in which the impact of religions and beliefs can vary according to context.

C Expressing meaning (AT1)

- Interpreting and evaluating the meanings of different forms of religious, spiritual, moral and cultural expression.
- Interpreting and synthesising many different sources and forms of religious, spiritual, moral and cultural expression.

Learning about religion and belief (AT1)

Students should be able to:

- investigate and interpret significant issues in the light of their own identities, experiences and commitments;
- present coherent, detailed arguments about beliefs, ethics, values and issues, with independence and critical awareness of their methods of study;
- use and develop specialist vocabulary and critical arguments, with awareness of their power, limitations and ambiguity; use and evaluate the rich, varied forms of creative expression in religious life.



The Key Concepts**D Identity, diversity and belonging (AT2)**

- Interpreting and analysing diverse perspectives on issues connecting personal and communal identity.
- Evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.

E Meaning, purpose and truth (AT2)

- Analysing and synthesising insights on ultimate questions that confront humanity.
- Expressing personal and critical evaluations of questions of meaning, purpose and truth in relation to religion and beliefs.

F Values and commitments (AT2)

- Synthesising evidence and arguments about ethics and morality in relation to beliefs, spirituality and experience.
- Evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.

Learning from religion and belief (AT2)

Students should be able to:

- reflect critically on their opinions in the light of their learning about religions, beliefs and questions;
- develop their independent values and attitudes on moral and spiritual issues related to their autonomy, identities, rights and responsibilities;
- evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives;
- use skills of critical enquiry, creative problem-solving and communication through a variety of media to respond to issues of identity, meaning and values in a wide range of contexts.

16-19 Religious Education for All

All schools with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies: it takes its place alongside key skills, critical thinking, sex education and citizenship studies, all of which the school will also provide for students in this age range. The allocation of curriculum time for RE should be clearly identifiable and should avoid tokenism.

At this stage, learning opportunities should be focused upon a range of religions, beliefs and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions. Schools may plan their provision for the key stage including topics

selected from those listed below or designed by the school in line with all the general requirements of the syllabus.

There is considerable flexibility for schools in devising programmes of study for 16-19s, and the units of study can be delivered in various ways, including through core and enrichment programmes of study, general studies, examined courses, as day conferences or through integrated work in a number of subjects.

The Agreed Syllabus Conference wishes to draw attention to the SCAA / QCA publication 'Religious Education 16-19' (reference: RE/95/299, ISBN: 1 85838 074 X) as a useful source of guidance for schools. A copy of this booklet is included on the Agreed Syllabus Support Materials CD Rom.



Suggested potential unit titles for RE 16-19:

POTENTIAL 16-19 RE UNITS AND SAMPLE QUESTIONS THIS PROVISION MIGHT ADDRESS

POTENTIAL CONNECTIONS TO COURSES STUDIED 16-19

Religion in Film and Media: What stereotypes and prejudices are apparent? What is the best kind of religious broadcasting? How does, and how should, the media represent religious and spiritual ideas and communities? How is spirituality dealt with in some recent films? How is Judaism, Islam, Buddhism or atheism represented in film? What vision of human nature does a notable film offer?

Media
Language and Literature
General Studies
Psychology
Arts

The Ethics of Birth and Death: Is 'playing God' ever justifiable? What makes a decision about the sanctity of life right or wrong, and who should do the deciding?

Science
Philosophy
Politics
Health and Social Care

Good and Evil: Spiritual questions about a world of suffering engendering psychological, philosophical, sociological and theological responses. Why is there evil? What accounts for evil in human life and in the natural world? How can evil be reduced?

Religious Studies
Psychology
Theatre Studies
Arts

Science and Faith: Complementary or contradictory? Exploring the forms of knowledge in faith and in scientific enquiry and competing accounts of the value of each. What disciplines do we rely on to tell us the truth? How do we know? What are the insights of scientists who are also religious? Those who are atheists?

Biology
Astrophysics
Theory of Knowledge
Health and Social Care
Psychology



God, Ethics and Sexuality: Where do our principles for love and partnership come from? How are they changing? Why is it that sexuality is the source of many of both life's best and worst experiences? How do religious communities express their sex ethics?

Health and Social Care
Psychology
PSHE
Biology
Sociology

Inter-faith Issues: How can we build communities of respect for the well being of all in a religiously plural world? What does the future hold in a globalising and multi-religious world and nation?

Sociology
Politics
Citizenship

Adult Spirituality: Exploring some spiritual ways of life for grown up humans. Why are there many people in Britain today who say they are spiritual but not religious? What does this mean?

Religious Studies
Literature
Media

Who Needs God in the 21st Century? Examining arguments and experience of atheists and theists. What insights does the study of religious language and philosophy provide into questions about God or ultimate reality?

Philosophy
Religious Studies

Global Conflict: Does religion make peace or make war? Examining and analysing the ways in which different religions seek to make peace and are also involved in conflict.

Sociology
Politics
Citizenship
History

Rage or Despair? How can our reactions to what is wrong in the world be used to change the world? Exploring Job, Psalms, Ecclesiastes and other Jewish scripture to find insight into contemporary issues.

Psychology
Literature
Media
Arts





“Faith plays a key role in everyone’s life. Everyone has faith in something - God, animals, a person etc. RE lessons are very, very informative and also enjoyable! The reason I say this is because I like the way we’re taught and the situations we talk about are relevant in contemporary society. It’s a subject that is appealing and informative - it helps you think about the present situation, you get to hear other people’s views and say what you think. It’s a brilliant subject.”

Daniel

Age 17

