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## Foreword

Religious Education has always played a significant role in bringing communities of people together for a common purpose. The production of this syllabus is a testament to the interaction of these communities: SACRE; ICSS; faith and teacher groups and young people in Warwickshire.

This Agreed Syllabus meets the legal requirements, whilst taking into account current changes within the educational world.

The syllabus is for Warwickshire schools. It reflects our inclusive practice and acknowledges the diversity of the school population served by the Local Authority. The intention of the syllabus is to help our young people to interact positively in an ever-changing global setting.

The use of this Agreed Syllabus will ensure that Religious Education makes a significant contribution to the development of the whole child.

Our thanks to Jo Price and Karen Steele for leading the production of this syllabus.



Manjit Kaur



Shisham Singh Sahota

Co-Chairs of Warwickshire SACRE

# Statutory Requirements for the Provision of Religious Education

*Statutory requirements are identified in bold italic print*

The legal requirements concerning the provision of Religious Education and an Agreed Syllabus flow, principally, from the Education Act 1996 (S. 375); School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19); and Education Act 2002 (S. 80).

*The Legal Requirements are:*

- 1. Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request, this includes pupils in:**
  - I. Reception classes (but not those in nursery classes)**
  - II. Years 12 and 13 (but not those in Sixth Form Colleges)**
  - III. Special schools, where provision for Religious Education should be delivered as far as is practicable**
- Religious Education must also be provided for students in sixth form colleges who may wish to receive it**
- In Community Schools, Foundation Schools and Voluntary Controlled Schools without a religious character, Religious Education must be taught in accordance with the Agreed Syllabus**
- In Foundation and Voluntary Controlled Schools with a religious foundation, parents may request Religious Education in accordance with the school's Trust Deed, or in accordance with the beliefs or denomination specified in the designation of the school**
- In Voluntary Aided Schools with a religious character, Religious Education is taught in accordance with the Trust Deed, or with the beliefs or denominations specified in the designation of the school, to reflect the religious character of the foundation. Following a recommendation from their diocese, a school may choose to adopt the locally Agreed Syllabus**
- 2. A locally Agreed 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'.**
- 3. In schools where an Agreed Syllabus applies, Religious Education must be non-denominational. Teaching about denominational differences is permitted.**

**4. In Foundation, Community Maintained and Voluntary Controlled schools, the Headteacher, along with the Governing Body and the Local Authority, is responsible for the provision of Religious Education.**

Specific statutory requirements for Warwickshire relating to individual key stages are itemised in the appropriate sections.

*Withdrawal from Religious Education*

***Parents or guardians have the right to withdraw their children from Religious Education if they so wish. They are not obliged to state their reasons. In such an event the school must be responsible for the supervision of any children withdrawn by their parents or guardians unless the children are lawfully receiving education from elsewhere (E.R.A. 1988, S 44.2)***

***Teachers have the right to withdraw from teaching Religious Education.***

Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to have confidence in their own viewpoint whilst engaging in open and honest enquiry; developing respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice. Religious Education enables pupils to develop understanding of what it might mean to be committed to a religious tradition, or none.

***\* The principal religious traditions to be taught are the Buddhist tradition, the Christian tradition, the Hindu tradition, the Jewish tradition, the Muslim tradition and the Sikh tradition as reflected in the Non-statutory National Framework for Religious Education, 2004.***

## **THE AIMS OF RELIGIOUS EDUCATION IN WARWICKSHIRE**

Learning and undertaking activities in Religious Education acknowledges the 'Every Child Matters' agenda which contributes to achievement of the 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 IMPORTANCE OF RELIGIOUS EDUCATION IN WARWICKSHIRE**

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions, and other world views that offer answers to these challenging questions. It offers opportunities for personal reflection, empathy and spiritual development. It enhances pupils' awareness and understanding of religious traditions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

## **Key Concepts and Processes**

### **Concepts**

These underpin the teaching of Religious Education. Pupils need to understand these concepts in order to deepen and broaden their knowledge, understanding and skills. The following concepts are addressed through the programmes of study for each key stage:

- Beliefs, teachings and sources
- Practices and ways of life
- Expressing meaning
- Identity and belonging
- Meaning, purpose and truth
- Values and commitments

### **Processes**

The skills and processes required in the teaching of Religious Education can be categorised under two attainment targets:

#### **Learning about religion**

This includes enquiry into, and investigation of, the nature of religion, beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual traditions and how they relate to one another as well as the study of the nature and characteristics of religion.

#### **Learning from religion**

This is concerned with developing pupils' reflection and response to their own and others' experiences in the light of their learning about religious traditions. It develops pupils' skills of application, interpretation and evaluation of what they learn about religious traditions. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

# Early Years Foundation Stage

## ***Statutory Requirements***

### ***Schools are required to:***

- ***teach Religious Education (RE) for a reasonable period of time through the six areas of learning in the Early Years Foundation Stage (EYFS)***
- ***provide RE for all registered pupils attending a maintained school. In Warwickshire this includes the reception year of the EYFS. Schools may wish to offer the same RE curriculum in their nursery classes***
- ***teach RE within the context of the six areas of learning and development, with specific reference to Personal, Social and Emotional Development (PSED) and Knowledge and Understanding of the World (KUW). Particular reference should be made to the following Early Learning Goals (ELG):***
  - ***PSED:*** Have a developing respect for their own cultures and beliefs and those of other people (self-confidence and self-esteem)
  - ***PSED:*** Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (Sense of Community)
  - ***PSED:*** Understand that they can expect others to treat their needs, views, cultures and beliefs with respect (Sense of Community)
  - ***KUW:*** Observe, find out about and identify features in the place they live and the natural world (Place)
  - ***KUW:*** Begin to know about their own cultures and beliefs and those of other people (Communities)
- ***teach the above through the inclusion of explicit religious material from the Christian tradition and two other principal traditions (Buddhist, Hindu, Jewish,, Muslim, Sikh). This should not exceed two traditions at any one time***
- ***consider how other aspects of areas of learning will make a major contribution to the above***

# Key Stage 1

## STATUTORY REQUIREMENTS

*Schools are required to:*

- *ensure a time allocation of 32 hours for the teaching of RE per year*
- *ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked*
- *identify appropriate key concepts for pupils to explore throughout the key processes*
- *select content from the Christian and Muslim traditions and one other (Buddhist, Hindu, Jewish, Sikh) of the school's choice for more in-depth study*
- *encounter the three remaining traditions on at least one occasion*
- *use the level descriptions (appendix 1) to make judgements on pupils' attainment*
- *report on pupils' attainment (as required in the NC foundation subjects)*

## 1. KEY CONCEPTS

There are a number of key concepts that underpin the study of RE. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

### 1.1 Beliefs, teachings and sources

- a) Learning about teachings, sources, authorities and ways of life of religions and beliefs
- b) Hearing about and responding to beliefs

### 1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

### 1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

### 1.4 Identity and belonging

- a) Finding out about where and how people belong and why belonging is important
- b) Being aware that differences exist between religions and beliefs

### 1.5 Meaning, purpose and truth

- a) Encountering some of the ultimate questions that confront humanity

### 1.6 Values and commitments

- a) Learning how religions teach a sense of fairness and caring
- b) Reflecting on their own values and hearing about the values of others

## 2. KEY PROCESSES

These are the essential skills and processes in RE that students need in order to learn and make progress.

### 2.1 Learning *about* religion

This is underpinned by the key concepts of 1.1 Beliefs, teachings and sources, 1.2 Practices and ways of life, and 1.3 Expressing meaning.

		<b>Pupils should be taught to:</b>
<b>2.1a</b>	<b>Importance/Impact of Religion &amp; Religious Diversity</b>	Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate
<b>2.1b</b>	<b>Specialist Vocabulary</b>	Identify and suggest meanings for religious symbols and begin to use a range of religious words
<b>2.1c</b>	<b>Beliefs and Practices</b>	Name and explore a range of celebrations, worship and rituals in religion
<b>2.1d</b>	<b>Sources</b>	Explore a range of religious stories and sacred writings and talk about their meanings
<b>2.1e</b>	<b>Religious/Spiritual Expression</b>	Explore how religious beliefs and ideas can be expressed through the arts and other creative approaches to learning and communicate their responses

### 2.2 Learning *from* religion:

This is underpinned by the key concepts 1.4 Identity and belonging, 1.5 Meaning, purpose and truth, and 1.6 Values and commitments.

		<b>Pupils should be able to:</b>
<b>2.2a</b>	<b>Reflection on Feelings, Experiences and Values</b>	Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses
<b>2.2b</b>	<b>Reflection on Belonging</b>	Recognise that religious teachings and ideas make a difference to individuals, families and the local community
<b>2.2c</b>	<b>Reflection on what Individuals and Communities value</b>	Identify what matters to them and others, including those with religious commitments, and communicate their responses
<b>2.2d</b>	<b>Responses to Ethical and Philosophical Issues</b>	(i) Ask and respond imaginatively to puzzling questions, communicating their ideas (ii) Reflect on how spiritual and moral values relate to their own behaviour
<b>2.2e</b>	<b>Respect</b>	Recognise that there are different responses

### 3. RANGE AND CONTENT

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and processes.

#### Religion and Beliefs

- a) The **Christian** tradition
- b) The **Muslim** tradition and **one other** principal tradition (**Buddhist, Hindu, Jewish, Sikh**) of the school's choice
- c) To '**encounter**' each of the remaining three principal religious traditions on one occasion
- d) Pupils should be given an opportunity to study a local religious community where one is present
- e) Pupils should begin to understand that some people hold no religious views or beliefs

#### Themes

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- b) **Sacred texts and stories:** how and why some stories are special, sacred and important to religions
- c) **Celebration and festivals:** how and why celebrations are important in religions
- d) **Symbols:** how and why symbols express religious meaning and significance
- e) **Important leaders and teachers:** important figures who are influential locally, nationally and globally in religions
- f) **Belonging:** where and how people belong and why belonging is important
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

### 4. CURRICULUM OPPORTUNITIES

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

#### The curriculum should provide opportunities for pupils to:

- a) Listen and respond to visitors from local faith communities
- b) Visit places of worship and religious significance where possible, to develop and enhance learning at this key stage
- c) Begin to use ICT to further explore religions and beliefs practiced in the local and wider community
- d) Use everyday and religious language to talk about their own beliefs, ideas, values, feelings and experiences
- e) Use their senses and have times for quiet reflection
- f) Use other curriculum areas such as art and design, music, dance and drama to develop and express their ideas in a variety of forms

# Key Stage 2

## STATUTORY REQUIREMENTS

Schools are required to:

- ensure a time allocation of 38 hours for the teaching of Religious Education per year
- ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked
- identify appropriate key concepts for pupils to explore throughout the key processes
- select content from the Christian, Hindu and Sikh traditions and one other (Buddhist, Jewish, Muslim) of the school's choice for in-depth study
- encounter the two remaining traditions on at least one occasion
- use the level descriptions (appendix 1) to make judgements on pupils' attainment
- report on pupils' attainment (as required in the NC foundation subjects)

## 1. KEY CONCEPTS

There are a number of key concepts that underpin the study of RE. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

### 1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

### 1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives
- b) Understanding that religious practices may have similarities, are diverse and can change

### 1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

### 1.4 Identity, Diversity and Belonging

- a) Exploring how individuals develop a sense of belonging through faith or belief
- b) Exploring the variety and differences that exist within and between religions, values and beliefs

### 1.5 Meaning, purpose and truth

- a) Exploring some of the ultimate questions that confront humanity

### 1.6 Values and Commitments

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

## 2. KEY STAGE PROCESSES

These are the essential skills and processes in RE that students need in order to learn and make progress.

### 2.1 Learning *about* religion

This is underpinned by the key concepts of 1.1 Beliefs, teachings and sources, 1.2 Practices and ways of life, and 1.3 Expressing meaning.

		<b>Pupils should be taught to:</b>
2.1a	<b>Importance/Impact of Religion &amp; Religious Diversity</b>	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
2.1b	<b>Specialist Vocabulary</b>	use specialist vocabulary in communicating their knowledge and understanding
2.1c	<b>Beliefs and Practices</b>	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) 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
2.1d	<b>Sources</b>	use and interpret information about religions from a range of sources and understand why they are important in religion
2.1e	<b>Religious/Spiritual Expression</b>	interpret a range of forms of religious expression and understand why they are important in religion
2.1f	<b>Ultimate &amp; Ethical Questions</b>	describe and begin to understand religious and other responses to ultimate and ethical questions

### 2.2 Learning *from* religion

This is underpinned by the key concepts 1.4 Identity, diversity and belonging, 1.5 Meaning, purpose and truth, and 1.6 Values and commitments.

		<b>Pupils should be able to:</b>
2.2a	<b>Reflection on Feelings, Experiences and Values</b>	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2b	<b>Reflection on Belonging</b>	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	<b>Reflection on what Individuals and Communities Value</b>	Reflect on the importance of religion and other world views for individuals and communities
2.2d	<b>Responses to Ethical and Philosophical Issues</b>	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives
2.2e	<b>Respect</b>	Accept that other people have different views

### 3. RANGE AND CONTENT

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and processes

#### Religions and beliefs

- a) The **Christian** tradition
- b) The **Hindu** and **Sikh** traditions and one other principal religious tradition (**Buddhist, Jewish, Muslim**)
- c) To '**encounter**' each of the two remaining religious traditions on at least two occasions
- d) Pupils should be given the opportunity to study a religious community with a significant local presence in addition to the above where appropriate
- e) Pupils should be given the opportunity to study a secular world view, where appropriate

#### Themes

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- c) **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites
- d) **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed
- f) **Inspirational people:** figures from whom believers find inspiration.
- g) **Religion and the individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- i) **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

### 4. CURRICULUM OPPORTUNITIES

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

#### The curriculum should provide opportunities for pupils to:

- a) Encounter people from different religious and cultural groups
- b) Visit places of worship and religious significance where possible, to develop and enhance learning at this key stage
- c) Develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally
- d) Discuss religious, ethical and philosophical questions, giving reasons for their own beliefs and those of others
- e) Reflect on their own and others' beliefs and values
- f) Use a variety of forms of expression to express and communicate their own and others' insights
- g) Identify and explore the connections between RE and other subject areas
- h) Begin to recognise diversity within religious traditions and human experiences

# Key Stage 3

## STATUTORY REQUIREMENTS

Schools are required to:

- ensure a time allocation of 38 hours for the teaching of RE per year
- ensure that the key processes: learning about religion (AT1) and learning from religion (AT2) and their elements are addressed and linked
- identify appropriate key concepts for pupils to explore throughout the key processes
- select content from the Christian and each of the other five principal traditions (Buddhist, Hindu, Jewish, Muslim, Sikh) to ensure that all are studied in-depth over the course of Key Stages 3 & 4
- use the level descriptions (appendix 1) to make judgements on pupils' attainment
- report to parents on pupils' levels of attainment at the end of Key Stage 3

## 1. KEY CONCEPTS

There are a number of key concepts that underpin the study of RE. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

### 1.1 Beliefs, teachings and sources

- a) Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs
- b) Understanding and responding critically to beliefs and attitudes.

### 1.2 Practices and ways of life

- a) Exploring the impact of religions and beliefs on how people live their lives differently.
- b) Understanding that whilst there may be similarities between religious practices, they are diverse, change over time and are influenced by a number of factors, including culture

### 1.3 Expressing meaning

- a) Appreciating that individuals and cultures express their beliefs and values through many different forms

### 1.4 Identity, diversity and belonging

- a) Understanding how individuals develop a sense of identity and belonging through faith or belief
- b) Exploring the variety, difference and relationships that exist within and between religions, values and beliefs

### 1.5 Meaning, purpose and truth

- a) Engaging critically with ultimate questions that confront humanity

### 1.6 Values and commitments

- a) Analysing how moral values and a sense of obligation can come from beliefs and experience, and the impact this has on pupils' own lives and the lives of others
- b) Evaluating their own and others' values in order to make informed, rational and imaginative choices

## 2. KEY PROCESSES

These are the essential skills and processes in RE that students need in order to learn and make progress.

### 2.1 Learning *about* religion (AT1)

This is underpinned by the key concepts of 1.1 Beliefs, teachings and sources, 1.2 Practices and ways of life, and 1.3 Expressing meaning.

		<b>Pupils should be taught to:</b>
<b>2.1a</b>	<b>Importance/Impact of Religion &amp; Religious Diversity</b>	investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity
<b>2.1b</b>	<b>Specialist Vocabulary</b>	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
<b>2.1c</b>	<b>Beliefs and Practices</b>	Analyse and explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions
<b>2.1d</b>	<b>Sources</b>	Interpret and evaluate a range of sources, texts and authorities
<b>2.1e</b>	<b>Expressions of Belief/Spirituality</b>	Interpret and evaluate a range of forms of religious and spiritual expression from a variety of contexts
<b>2.1f</b>	<b>Ultimate &amp; Ethical Questions</b>	Discuss and evaluate how religious and non-religious beliefs and teachings inform responses to ultimate questions and contemporary ethical issues
<b>2.1g</b>	<b>Issues of Truth</b>	Analyse religious beliefs, arguments and ideas, including analysis of the evidence and arguments used when considering issues of truth in religion and philosophy

### 2.2 Learning *from* religion (AT2)

This is underpinned by the key concepts 1.4 Identity, diversity and belonging, 1.5 Meaning, purpose and truth, and 1.6 Values and commitments.

		<b>Pupils should be taught to:</b>
<b>2.2a</b>	<b>Reflection on Feelings, Experiences and Values</b>	Explore and reflect on the relationship between religious beliefs, practices, teachings, world issues and ultimate questions, communicating their own ideas and using reasoned arguments
<b>2.2b</b>	<b>Reflection on Belonging</b>	Reflect on and evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
<b>2.2c</b>	<b>Reflection on What Individuals and Communities Value</b>	Express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
<b>2.2d</b>	<b>Responses to Ethical and Philosophical Issues</b>	Express their own beliefs, ideas, values and understanding, in a variety of ways, including creative forms and reasoned arguments
<b>2.2e</b>	<b>Respect</b>	Show respect for those with differing views

### 3. RANGE AND CONTENT

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and processes.

#### Religions and beliefs

- a) The **Christian** tradition
- b) **Each of the remaining five principal religious traditions (Buddhist, Hindu, Jewish, Muslim, Sikh)** should be covered **in-depth** over the course of Key Stage 3 and 4. There should be no more than 2 or 3 religions encountered in any one unit of work
- c) A religious community of local significance in addition to the above where appropriate.
- d) Secular world view, where appropriate

#### Themes

- a) **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.
- b) **Authority:** different sources of authority (ultimate sources, texts communities and religious figures/role models) and how they inform believers' lives
- c) **Religion and Science:** issues of truth, explanation, meaning and purpose
- d) **Expressions of Belief, Spirituality, Meditation and Devotion:** how and why human self-understanding and experiences are expressed in a variety of forms including symbols and ceremonies
- e) **Ethics and Experiences of Human Relationships:** questions and influences that inform ethical and moral choices, including forgiveness, causes and outcomes of conflict and issues of good and evil
- f) **Rights and Responsibilities:** what religions and beliefs say about human rights and responsibilities, social justice and citizenship
- g) **Global Issues and Experiences of the Natural World:** what religions and beliefs say about health, wealth, war, animal rights and the environment
- h) **Inter-faith Dialogue:** a study of relationships, conflicts and collaboration within and between religions and beliefs

### 4. CURRICULUM OPPORTUNITIES

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

#### The curriculum should provide opportunities for pupils to:

- a) Encounter religion in a variety of ways, including encountering people from different religious, cultural and philosophical groups who can express a range of convictions on religious and ethical issues
- b) Visit places of worship and religious significance where possible, to develop and enhance learning at this key stage
- c) Use ICT to enhance understanding of religion
- d) Discuss, question and evaluate important issues in religion, ethics and philosophy, including ultimate questions and ethical issues
- e) Reflect on, and carefully evaluate their own beliefs, experiences and values and those of others, using reasoned, balanced arguments
- f) Use a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and respond creatively and thoughtfully
- g) Explore the connections between religious education and other subject areas such as the arts, humanities, literature, and science
- h) Recognise diversity within religious traditions and human experiences

## Key Stages 4 & 5

### KEY STAGE 4: STATUTORY REQUIREMENTS

*Schools are required to:*

- *ensure a time allocation of 38 hours for the teaching of RE per year. RE should be taught regularly over the key stage. However, it is acceptable for schools to arrange delivery of RE in a number of ways, provided that the required amount of time is given to the overall RE curriculum at Key Stage 4.*
- *ensure students follow a SACRE approved course ie:*
  - a) A full GCSE Religious Studies course based on the Christian tradition and at least one other principal religion OR*
  - b) A GCSE short course in Religious Education based on the study of the Christian tradition and at least one other principal religion. The recommendation is that this should be an issues-based syllabus OR*
  - c) A course other than a GCSE which must be approved by SACRE, should be based on the Christian tradition and at least one other principal religion and should follow the programme of study for Key Stage 4/5*
- *use the level descriptions (appendix 1) to make judgements on pupils' attainment in Key Stage 4 unless using levels related to one of the courses a), b), or c) above*
- *report to parents on pupils' level of attainment*

### KEY STAGE 5: STATUTORY REQUIREMENTS

*Schools are required to:*

- *meet their obligation to provide a Religious Education curriculum for all registered pupils in the 16-19 age range.*
- *provide identifiable Religious Education for a minimum of fifteen hours in Year 12 and ten hours in Year 13.*

This can take place in a variety of ways, including day conferences, regular timetabled lessons and/or relevant accredited courses.

*Religious Education at Key Stage 5 must:*

- a) Allow for progression from Key Stage 4*
- b) Relate to the needs, questions and aspirations of the pupils and their chosen courses*
- c) Have a contemporary focus*
- d) Use the programme of study below as a guide in planning*

*Programmes of Study for Key Stages 4 & 5 (if not following courses as outlined above)*

## 1. KEY CONCEPTS

There are a number of key concepts that underpin the study of RE. Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

### 1.1 Beliefs, teachings and sources

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

### 1.2 Practices and ways of life

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

### 1.3 Expressing meaning

- a) Interpreting and evaluating many different sources and forms of religious, spiritual, moral and cultural expression

### 1.4 Identity, diversity and belonging

- a) Explaining and analysing different viewpoints on issues connecting personal and communal identity

### 1.5 Meaning, purpose and truth

- a) Analysing and synthesising insights on ultimate questions that confront humanity

### 1.6 Values and commitments

- a) Synthesising evidence and arguments about moral values and how they can relate to beliefs and experience
- b) Evaluating their own and others' values in order to make informed, rational and imaginative choices

## 2. KEY PROCESSES

These are the essential skills and processes in RE that students need in order to learn to make progress.

### 2.1 Learning *about* religion

This is underpinned by the key concepts of 1.1 Beliefs, teachings and sources, 1.2 Practices and ways of life, and 1.3 Expressing meaning.

Students should be able to:

- a) Investigate and interpret significant issues in the light of their own identities, experiences and commitments
- b) Present coherent, detailed arguments about beliefs, ethics, values and issues, with independence and critical awareness of their methods of study
- c) Use and develop specialist vocabulary and critical arguments, with awareness of their power, limitations and ambiguity
- d) Use and evaluate the rich, varied forms of creative expression in religious life
- e) Critically assess religious teachings, beliefs and authorities when dealing with ethical and philosophical issues

### 2.2 Learning *from* religion

This is underpinned by the key concepts 1.4 Identity, diversity and belonging, 1.5 Meaning, purpose and truth, and 1.6 Values and commitments.

**Students should be able to:**

- a) Reflect critically on their opinions in the light of their learning about religions, beliefs and questions
- b) Develop their independent values and attitudes on moral and spiritual issues related to their autonomy, identities, rights and responsibilities
- c) Evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives
- d) 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
- e) Offer constructive critique of the views of others

**3. RANGE AND CONTENT**

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and processes

**Religions and Beliefs**

**The statutory study of Religious Education should include one or more of the following:**

- a) The Christian tradition, either directly as a religion or indirectly through philosophical or ethical issues, or both
- b) Opportunities to study one or more other principal religious traditions (Buddhist, Hindu, Jewish, Muslim, Sikh) either directly as religions or indirectly through philosophical or ethical issues, or both
- c) Opportunities to study a range of philosophical and ethical issues that are of relevance to young people's experience or aspirations and that make reference to some religious and philosophical traditions

**4. CURRICULUM OPPORTUNITIES**

During the key stage students should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

**The curriculum should provide opportunities for students to:**

- a) Access the sources, images and sounds that are key to their study, using texts and ICT as appropriate
- b) Discuss, explore and question concepts, images and practices
- c) Visit places of worship and religious significance, inter-faith centres or other centres where possible, to develop and enhance learning at this key stage
- d) Discuss, reflect on and develop arguments about philosophical and ethical issues
- e) Engage in community projects, dialogue or social action, reflecting on their importance for themselves and others
- f) Encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues, where possible
- g) Evaluate concepts, practices and issues, paying attention to beliefs and experience, and using reasoned, balanced arguments
- h) 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
- i) Explore the connections between RE and other subject areas

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Eight level scale of assessment (based on QCA/DFES, 2004)**

**Statutory Requirements**

**KS1/KS2:**

- to use the level descriptions to make judgements on pupils' attainment
- to report on pupils' attainment (as required in the NC foundation subjects)

**KS3:**

- to use the level descriptions to make judgements on pupils' attainment
- to report to parents on pupils' levels of attainment at the end of Key Stage 3

**KS4:**

- to use the level descriptions to make judgements on pupils' attainment unless using levels related to one of the courses specified
- to report to parents on pupils' level of attainment

Level description with key skills terms	Attainment target 1: Learning about religion (with links to Key Processes KS 1-3)  Pupils:	Attainment target 2: Learning from religion (with links to Key Processes KS 1-3)  Pupils:
<b>1</b> <b>Name, Talk about</b>	<ul style="list-style-type: none"> <li>• use some religious words and phrases to recognise and name features of religious life and practice (2.1a,b,c)</li> <li>• can <b>recall</b> religious stories and <b>recognise</b> symbols (and other verbal and visual forms) (2.1 b,d,e)</li> </ul>	<ul style="list-style-type: none"> <li>• talk about their own experiences and feelings (2.2a)</li> <li>• talk about what they find interesting or puzzling (2.2c,d)</li> <li>• talk about what is of value and concern to themselves and others (2.2c,d,e)</li> </ul>
<b>2</b> <b>Recall, Recognise, Respond sensitively</b>	<ul style="list-style-type: none"> <li>• use religious words and phrases to identify some features of religion and its importance for some people (2.1a,b)</li> <li>• begin to show awareness of similarities in religions, where appropriate (2.1a)</li> <li>• <b>re-tell and suggest meanings</b> for religious stories, practices, writings and symbols (2.1b,c,d)</li> <li>• <b>identify</b> how religion is expressed in different ways (2.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• ask, and <b>respond sensitively</b> to questions about their own and others' experiences and feelings (2.2a,b,c)</li> <li>• <b>recognise</b> that some questions cause people to wonder and are difficult to answer (2.2d)</li> <li>• in relation to matters of right and wrong, <b>recognise</b> their own values and those of others (2.2d,e),</li> </ul>
<b>3</b> <b>Describe, Make links</b>	<ul style="list-style-type: none"> <li>• use developing religious vocabulary to <b>describe</b> some key features of religions, recognising similarities and differences (2.1a,b,c)</li> <li>• <b>make links</b> between beliefs and sources, including religious stories and sacred texts (2.1d)</li> <li>• begin to identify the impact religion has on believers' lives (2.1a)</li> <li>• describe some forms of religious expression (2.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• identify what influences them, making links between aspects of their own and others' experiences (2.2a,b,c,e)</li> <li>• ask important questions about religion and beliefs, <b>linking</b> their own and others' responses (2.2 d,e)</li> <li>• <b>make links</b> between values and commitments, and their own attitudes and behaviour (2.2d)</li> </ul>

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<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Show understanding, Apply ideas</b></p>	<ul style="list-style-type: none"> <li>• use developing religious vocabulary to describe and <b>show understanding</b> of sources, practices, beliefs, ideas, feelings and experiences (2.1b,c,d)</li> <li>• Make links between them, and describe some similarities and differences both within and between religions (2.1a)</li> <li>• Describe the impact of religion on people's lives (2.1a)</li> <li>• <b>Suggest meanings</b> for a range of forms of religious expression (2.1e)</li> <li>• Describe some religious answers to ultimate and ethical questions (2.1f)</li> </ul>	<ul style="list-style-type: none"> <li>• raise and suggest their own answers to questions of identity, belonging, meaning, purpose, truth, values and commitments (2.2a,d)</li> <li>• <b>Apply their ideas</b> to their own and other people's lives (2.2c,e)</li> <li>• Describe what inspires and influences themselves and others (2.2b,e)</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Explain, Express views</b></p>	<ul style="list-style-type: none"> <li>• use an increasingly wide religious vocabulary to <b>explain</b> the impact of beliefs upon individuals and communities (2.1a, b,)</li> <li>• describe why some people belong to religions and why others might not (2.1a,g)</li> <li>• know that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this (2.1a,c)</li> <li>• <b>explain</b> how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions (2.1a,d,e,f,g)</li> </ul>	<ul style="list-style-type: none"> <li>• pose and <b>suggest answers</b> to questions of identity, belonging, meaning, purpose, truth, values and commitments, relating them to their own and others' lives, showing respect (2.2a,b,c,d,e)</li> <li>• <b>explain</b> what inspires and influences them, expressing their own views on the challenges of belonging to a religion (2.2b,e)</li> </ul>

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<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Interpret, Express insight</b></p>	<ul style="list-style-type: none"> <li>• use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them (2.1a,b,c)</li> <li>• <b>explain why</b> the impact of religions and beliefs upon individuals, communities and societies varies (2.1a)</li> <li>• <b>interpret</b> sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues (2.1d,f,g)</li> <li>• <b>interpret</b> the significance of different forms of religious, spiritual and moral expression (2.1c,e)</li> </ul>	<ul style="list-style-type: none"> <li>• use reasoning and example to express insights into the relationship between beliefs, teachings and world issues (2.2a)</li> <li>• express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth, showing respect (2.2a,c,d,e)</li> <li>• Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments (2.2b)</li> </ul>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>Show coherent understanding, Account for, evaluate</b></p>	<ul style="list-style-type: none"> <li>• use a wide religious and philosophical vocabulary to show a <b>coherent understanding</b> of a range of religions and beliefs, explaining the reasons for diversity within and between them (2.1a,b,c)</li> <li>• analyse issues, values and questions of meaning and truth (2.1f,g)</li> <li>• <b>account for</b> the influence of history and culture on aspects of religious life and practice (2.1a,c)</li> <li>• <b>explain why</b> the consequences of belonging to a faith are not the same for all people within the same religious tradition (2.1a)</li> <li>• <b>Evaluate</b> some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression (2.1d,e,f)</li> </ul>	<ul style="list-style-type: none"> <li>• articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues (2.2a,d)</li> <li>• evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples (2.2b,c,e)</li> </ul>

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8 <b>Analyse, Contextualise, Justify views</b>	<ul style="list-style-type: none"> <li>• use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs (2.1a,b,c)</li> <li>• <b>contextualise</b> interpretations of religions with reference to historical, cultural, social and philosophical ideas (2.1a,c,d,e,g)</li> <li>• <b>critically evaluate</b> the impact of religions and beliefs on differing communities and societies (2.1a)</li> <li>• <b>analyse</b> differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied (2.1d,f)</li> <li>• interpret and evaluate varied forms of religious, spiritual and moral expression (2.1e)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>coherently analyse</b> a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments (2.2 a,b,c,d,e)</li> <li>• synthesise a range of evidence, arguments, reflections and examples <b>fully justifying their own views</b> and ideas and providing a detailed evaluation into the perspectives of others (2.2a,b,c,d,e)</li> </ul>
<b>Exceptional performance</b>	<ul style="list-style-type: none"> <li>• use a <b>complex</b> religious, moral and philosophical vocabulary to provide a <b>consistent and detailed analysis</b> of religions and beliefs (2.1a,b)</li> <li>• <b>Evaluate in depth</b> the importance of religious diversity in a pluralistic society (2.1a)</li> <li>• clearly recognise the extent to which the impact of religion and beliefs of different communities and societies has changed over time (2.1a,c,d)</li> <li>• provide a <b>detailed analysis</b> of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion, spirituality and ethics are studied (2.1d,e,f,g)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>analyse in depth</b> a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments (2.2a,b,c,d,e)</li> <li>• Give <b>independent, well-informed and highly reasoned insights</b> into their own and others' perspectives on religious, spiritual and ethical issues, providing <b>well-substantiated and balanced conclusions</b> (2.2a,b,c,d,e)</li> </ul>

## **Acknowledgements**

### **Members of the Agreed Syllabus Conference:**

#### **Group A: Christian and other religious denominations**

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Hindu (2)	Santosh Kundi Ramesh Srivastava
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