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Acknowledgements

Members of SACRE Working Party

Members of the Standing Conference

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Introduction

The new unitary authority of Brighton & Hove came into being on 1 April 1997.

On 1 April 1974 education in Brighton became the responsibility of the East Sussex Education Authority. With the ERA 1988 East Sussex established a Standing Advisory Council for Religious Education (SACRE). Following the work of that body a Standing Conference was held in October 1992, which adopted a new Agreed Syllabus for introduction into schools in September 1993. The East Sussex Agreed Syllabus was generally recognised as one of high quality, which enabled schools to develop the teaching of this subject. This development was much assisted by the production of a Handbook to accompany the Agreed Syllabus which was published in September 1996.

When the Brighton & Hove Unitary Authority was created it set up its own SACRE which, as one of its first tasks, considered the creation of an Agreed Syllabus. It was agreed very quickly that the quality of the East Sussex Agreed Syllabus was such that it should be used as a basis by Brighton & Hove with such amendments and additions as were appropriate with the development of current thinking about the teaching of Religious Education and the situation in Brighton & Hove. This was introduced with effect from September 1, 1999.

SACRES are charged with reviewing their Agreed Syllabus every five years and in 2002 SACRE set up a working party met to conduct such a review with the intention of introducing a new Agreed Syllabus in September 2004. Whilst this review was being conducted the Qualification and Curriculum Authority (QCA) announced a review of Religious Education nationally. With this in mind the Brighton & Hove Standing Conference for Religious Education agreed in 2004 to defer the introduction of any new Syllabus until the QCA had made its report and received the approval of the Secretary of State.

This was done in Autumn 2004 and the Working Party took account of the 'non-statutory national framework (2004)'. An Agreed Syllabus Conference met in Spring 2005 and approved this Agreed Syllabus which is introduced with effect from September 1, 2005.

Religious education and the legal framework

The statutory requirements for religious education in the Brighton and Hove Authority community schools are to be found in both the 1944 Education Act, the 1988 Education Reform Act and the 1996 Education Act.

These requirements apply to community schools governed under Schools Regulations but not nursery schools or nursery classes in primary schools or institutions of Further Education.

Pupils in special schools are referred to in the 1981 Education Act (section 12.4).

The statutory requirements are as follows:

Religious education must be provided for all registered pupils including those in schools with sixth forms.
(Section 2.1 a. 1994)

Parents have the right to withdraw their child from religious education.
(Section 9.3 b&c 1944)

Individual teachers have the right to withdraw from teaching religious education.
(Education Act 1996)

The subject must be taught according to a locally agreed syllabus prepared by a Standing Conference made up of representatives of the Authority, teachers, the Church of England, and other Christian denominations and world religions present in the area.

The religious education provided must not be denominational but the 1996 Education Act makes it clear that teaching about denominational differences is permitted.

An Agreed Syllabus

'must not be designed to convert pupils, or to urge a particular religious belief on pupils'.

(Department for Education Circular 1/94, para 32)

Section 8 of the 1988 ERA requires that any new locally agreed syllabus must satisfy the following criteria:

It must ... *'Reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country'.*

Section 2 of the 1988 Education Reform Act identifies the special status of religious education as part of the Basic, but not the National Curriculum. It requires that RE has equal standing in relation to the core and foundation subjects within a school's curriculum, but is not subject to nationally prescribed attainment targets and assessment procedures – it is for an agreed syllabus standing conference to recommend the locally prescribed procedures for the Authority on these matters.

Requirements for religious education in different types of schools

A. Community Schools

Religious education must be in accordance with the Authority's Agreed Syllabus.

B. Voluntary Controlled Schools

Religious education must be in accordance with the Authority's Agreed Syllabus. However, if parents so request, arrangements should be made for religious education to be provided for their children in accordance with any trust deed or the practice followed before the school became controlled.

C. Voluntary Aided Schools

Religious Education is determined by the Governors in accordance with the trust deed. However, provision in accordance with the Authority's Agreed Syllabus may be made where parents request it and their children cannot conveniently attend a school where that syllabus is in use.



Principles which underpin the approach to teaching religious education

This syllabus affirms the important contribution that religious education makes to the education of all pupils growing up in contemporary British society. It seeks to contribute to a curriculum in schools which the 1988 Education Reform Act expects to be balanced and broadly based and:

- a. promotes the spiritual, moral, mental, and physical development of pupils at the school and of society; and
- b. prepares such pupils for the opportunities, responsibilities and experiences of adult life.

1. The aim of religious education

The purpose or aim of teaching religious education in our maintained schools is to give children and young people opportunities to:

- a. develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- b. explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

2. The role of religious education

In circular 3/89 it was stated that the Government believes that all those concerned with religious education should seek to ensure that it promotes

- respect
- understanding and
- tolerance.

This syllabus aims to foster this ideal through its programmes of study and learning intentions.

Religious education also involves the learning of a body of knowledge. This knowledge is about the way people think, believe and behave. It is also concerned with learning from that knowledge. Pupils should be encouraged to reflect on and think about the significance of personal beliefs. They should also come face to face with other interpretations of human experience which are not religious.

This syllabus gives particular emphasis to

- the diversity within Brighton and Hove
- conceptual development
- the acquisition of particular skills and attitudes.

It is not the responsibility of the maintained school to promote any particular religious standpoint. Religious education should not seek to indoctrinate or to persuade pupils to take up any one particular belief. The emphasis will be upon the development of skills, attitudes and concepts which enable them to recognise the particular importance which a belief has for the individual or group, and reflect on its significance or otherwise for their own developing beliefs and values.

Schemes of Work by the QCA enhanced the role of religious education leading, amongst other things, to the introduction of a Short Course GCSE in Religious Studies. The ideas and concepts in other Agreed Syllabuses, the QCA Schemes of Work (2000), QCA non-statutory guidance on RE (2000), and, most recently, the non-statutory framework for RE (2004) have contributed to the thinking behind this Agreed Syllabus.

Educational inclusion is about equal opportunities for all pupils, regardless of age, gender, ethnicity, background and attainment, including special needs and disability. We believe that every child and young person in Brighton and Hove is entitled to receive a high quality religious education curriculum. We expect every child to be able to learn effectively in a safe, secure and respectful environment.

The guidance given in the following publications has been incorporated where appropriate into this Agreed Syllabus:

- a. Model Syllabuses (SCAA 1994)
- b. Religious Education: Non-statutory guidance on RE (QCA 2000)
- c. Religious Education: A scheme of work for key stages 1, 2 and 3 (QCA 2000)
- d. Religious Education: A National Framework (QCA 2004)

3. The content of religious education

The requirements of the Education Reform Act 1988 state that an Agreed Syllabus should *'reflect the fact that the religious traditions in Great Britain are in the main*

Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain'. This Agreed Syllabus follows previous guidelines in identifying the principal religions in Great Britain as Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. It is also designed to reflect the religious and cultural characteristics of the city of Brighton and Hove.

It is a requirement of this Agreed Syllabus that the following religions are taught at each of the Key Stages.

- Key Stage 1** Christianity and Judaism
- Key Stage 2** Christianity, Hinduism, Islam and Judaism
- Key Stage 3** Christianity, Buddhism and Sikhism, (with at least one of Hinduism, Islam and Judaism being developed further)
- Key Stage 4** The curriculum must follow that given by an Examination Board for a full or short course GCSE in Religious Education or Religious Studies.

Care must be taken to ensure that progression is achieved and that there is no unnecessary repetition of work.

In Key Stages 1, 2 and 3 it is recommended that 5/6 of the curriculum time be allocated to the above, and 1/6 of the curriculum time may be used to teach religious traditions which, for example, are significant to the individual school and/or the surrounding community.

Progression is described in the 8 level scale taken from the 'non-statutory national framework (2004)', (see p15)

4. Skills in religious education

Whilst it is recognised that there are no skills unique to Religious Education, there are many skills required for this subject, some of which will have greater emphasis and resonance than others. Some skills will apply to one AT more than to another.

The skills required in the study of Religious Education fall into 3 categories:-

Acquisition of knowledge

Research:

- understand and draw information from a variety of resources
- record and present information in a variety of forms.

Observation:

- identify key questions and significant information
- describe what is observed without bias or presupposition.

Listening and reading:

- identify key points from reading and listening
- ask significant questions from reading and listening
- relate information gained from reading and listening to previously held knowledge.

Enquiry:

- ask relevant questions
- recognise how to take the next step needed to build knowledge and understanding
- ask questions about personal beliefs and identity in light of new knowledge.

Reflection, imagination and empathy

Reflection:

- ability to reflect on experience, relationships and feelings
- ability to reflect on ultimate questions, beliefs, values and symbolic representation of meaning.

Empathy:

- consider the thoughts, feelings, experiences, attitudes and beliefs of others
- develop the power of imagination to identify feelings of love, wonder, forgiveness, sorrow etc
- ability to see the world through the eyes of others and appreciate their point of view.

Creative thought and expression:

- think creatively, exploring a wide range of ideas and hypotheses
- express a diversity of religious thoughts and feelings in a variety of forms.

Academic skills

The skill of interpretation

- the ability to draw meaning from artefacts, writings etc
- the ability to interpret religious language
- the ability to suggest meanings of religious texts.

The skill of analysis

- the ability to distinguish between opinion, belief and fact
- the ability to distinguish between features of different religions
- the ability to distinguish between 'strong' and 'weak' arguments.

The skill of communication

- the ability to identify and relate relevant information in an accessible form
- the ability to explain concepts, rituals, practices, etc.

The skill of evaluation

- the ability to consider thoughtfully different points of view
- the ability to reach reasoned judgments based on evidence and argument.

5. Religious education across the curriculum

Learning across the curriculum: the contribution of religious education

This section sets out in general terms how religious education can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. These should be identifiable within a school's scheme of work.

Promoting spiritual, moral, social and cultural development through religious education

Religious education provides opportunities to promote *spiritual development* through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth

- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

Religious education provides opportunities to promote *moral development* through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious education provides opportunities to promote *social development* through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious education provides opportunities to promote *cultural development* through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Promoting citizenship through religious education

Religious education plays a significant part in promoting *citizenship* through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding

- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Promoting personal, social and health education through religious education

Religious education plays a significant part in promoting *personal, social and health education* through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views
- developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Promoting key skills through religious education

Religious education provides opportunities for pupils to develop the key skills of:

- **communication** through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments
- **application** of number through calendrical reckoning, collecting, recording, presenting and interpreting data involving graphs, charts and statistical analysis
- **information technology** through using CD-ROMs and the internet, selectively researching information about religions and beliefs, teaching and practices, using email to communicate and analyse information with people of differing beliefs and cultures, using spreadsheets and databases to handle and present data relevant to the study of religious education
- **working with others** through sharing ideas, discussing beliefs, values and practices, collaborating with each other and developing respect and sensitivity
- **improving own learning and performance** through setting targets as part of religious education development, reviewing their achievements and identifying ways to improve their own work
- **problem solving** through recognising key issues to do with religious belief, practice and expression, interpreting and explaining findings and making personal decisions on religious issues (for example, considering their own and religious ideas on good and evil), ethical dilemmas and priorities in life.

Promoting other aspects of the curriculum

Religious education provides opportunities to promote:

- **thinking skills** through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways
- **financial capability** through considering the responsible use of money, the importance of giving and the ethics of wealth, debt, poverty, gambling, business and investment
- **creativity and culture** through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression, appreciating the value of cultural distinctiveness and reflecting on beauty, goodness and truth in creative and expressive arts
- **education for racial equality and community cohesion** through studying the damaging effects of xenophobia and racial stereotyping, the impact of conflict in religion and the promotion of respect, understanding and cooperation through dialogue between people of different faiths and beliefs

- **effective contributions to scientific, medical and health issues** through exploring philosophical and ethical questions of the origin, purpose and destiny of the cosmos and life within it, exploring the nature of humanity and human interaction with the world, exploring developments in genetics and medicine and their application and use and exploring concepts of health and well-being and their promotion
- **links to employment, vocations and work-related learning** through a focus on individual sense of purpose and aspiration in life, and through considering the appropriateness and relevance of religious education to a wide range of employment opportunities and the development of spiritual and ethical issues linked to the world of work
- **education for sustainable development** through helping pupils consider the origins and value of life, the importance of looking after the environment and studying the ways in which religious beliefs and teachings have influenced attitudes to the environment and other species.

Religious education and inclusion

Effective inclusion involves teaching a lively, stimulating religious education curriculum that:

- builds on and is enriched by the differing experiences pupils bring to religious education
- meets all pupils' learning needs including those with learning difficulties or who are gifted and talented, boys and girls, pupils for whom English is an additional language, pupils from all religious communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

To overcome any potential barriers to learning in religious education, some pupils may require:

- support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed
- help to communicate their ideas through methods other than extended writing, where this is a requirement. For example, pupils may demonstrate their understanding through speech or the use of ICT
- a non-visual way of accessing sources of information when undertaking research in aspects of religious education, for example using audio materials.

6. Assessment, recording and reporting in religious education

So much of the quality of teaching and learning in religious education will depend on the extent to which the learning opportunities and experiences provided for pupils are worthwhile, appropriate and relevant. In order to maintain consistency in both teaching and learning the progress made by pupils in this subject will need to be assessed and reported on in accordance with sound principles of assessment. Good education in any subject involves assessment. Good planning of classroom activities will involve identifying at the outset appropriate ways of assessing pupil achievement.

This syllabus has been designed so that assessment can be an integral part of the planning process. The approach adopted to assessment in religious education should reflect the school's policy and be in line with the principles of Brighton & Hove.

Assessment should:

- assist the pupil in learning
- assist the teacher in curriculum evaluation and planning. This particularly applies to continuity and progression between each key stage
- provide information for pupils, teachers, governors, examination boards, employers, the Authority and the Government
- include both formative and summative assessment.

Good Assessment practice:

- raises achievement
- enables teachers to assess pupils' progress and to evaluate the effectiveness of the teaching programme
- provides pupils with meaningful opportunities to assess their own progress and evaluate the quality of their work, (enables pupils to use self-assessment in 'learning from religion')
- helps pupils to reflect on their own learning and to be involved, with guidance from the teacher, in setting targets for future learning
- makes use of the information gained from both formative and summative assessments.

It must be recognised that there are a number of matters which it is not regarded as appropriate to assess in religious education.

These matters include;

- those which pupils may wish to keep to themselves.
- the validity of an individual's beliefs and values (religious education should be equally valuable and affirmative to all pupils, whatever their beliefs).

Teachers' records should:

- record progress and attainment, using the 8-scale Levels in Religious Education as stated in this Agreed Syllabus (see Section 6)
- be manageable
- enable teachers to complete an annual report to parents
- support teachers making judgements against level descriptors at the end of key stage
- meet any relevant requirement

This Agreed Syllabus has also been designed so that the process of reporting to parents, on their child's progress in religious education, can more accurately reflect what has been taught, experienced and learnt. The programmes of study, the learning experiences and the methods of assessment should all combine to provide a clear basis from which a fitting report can be made on each pupil's achievement in this subject.

Pupil reports should:

- draw upon records to inform the pupil, parent, teacher and professional colleagues within and beyond the school
- describe the progress and achievement of the pupil, using the 8-scale Levels in Religious Education as stated in this Agreed Syllabus, (see Section 7)
- refer to supportive evidence
- use positive statements
- identify targets for future learning.

7. Level descriptors for religious education

These level descriptors are taken from 'Religious Education - The non-statutory national framework.

Level 1

Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Attainment target 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2

Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Level 4

Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Attainment target 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain 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.

Attainment target 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Level 6

Attainment target 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

Level 7

Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use 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.

Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They 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.

Level 8

Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

Exceptional performance

Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression.

Attainment target 2

Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions

8. Special educational needs

It is recognised that the programmes of study for a particular key stage may not reflect realistic expectations for some pupils with special educational needs. Wherever possible, children should be taught according to the relevant Key Stage and where necessary this material should be adapted to meet the specific learning needs of specific children.

In many cases, the emphasis is likely to be on sensory experience, personal response and interaction and the development of a simple awareness of religion through the senses. The teaching of festivals and stories lends itself to such sensory learning and may be given priority over other aspects of the content of any given Key Stage. These elements of the religious education curriculum give great opportunities for both experiential learning and an awareness of the rhythm of the year.

It will often be difficult to know with any certainty what a pupil has understood or appreciated from the variety of experiences offered. However, it is important that all special educational needs pupils are offered an opportunity to explore and engage with experiences and find meaning in their own way.

Schemes of Work that have been designed for children with Severe Learning Difficulties (SLD) and/or Profound and Multiple Learning Difficulties (PMLD) are available from the Authority.

Implementing the agreed syllabus in schools

Circular 3/89 states that *'When drawing up an agreed syllabus a Conference should assume that there will be reasonable time available for the study of RE'*.

This Agreed Syllabus therefore assumes, as with all subjects in the Basic Curriculum, that 'reasonable' time will be given to the teaching of religious education in schools. This syllabus cannot be taught effectively in less than the equivalent of 5% of curriculum time (at least an hour a week).

The role of a subject leader in primary schools and the head of religious education in a secondary school is considered to be important to the successful implementation and continued development of the Agreed Syllabus.

The attainment targets and strands

AT1

Learning about:

- Beliefs and Teaching
- Practices and Lifestyles
- Expressions and Language

AT2

Learning from:

- Identity and Experience
- Meaning and Purpose
- Values and Commitments

The structure of the new agreed syllabus

1. Attainment targets

It needs to be emphasized that the Attainment Targets cannot be seen in isolation from each other as each, necessarily, interacts upon and with the other.

Attainment Targets indicate the knowledge, skills and understanding a pupil is expected to achieve in religious education. These targets provide the goals for both teachers and pupils and are intended to ensure constructive curriculum development and continuity. In this Agreed Syllabus the attainment targets provide the goals for religious education, rather than goals for religious nurture or goals for social education. The two attainment targets take account of the current understanding and aim of religious education in the Brighton and Hove Authority community schools.

Learning about religion (AT1)

This is concerned with the exploration of religious belief and practice, aiming to help pupils develop and deepen their understanding of religion. This exploration should recognise, and take account of, the pupils' own developing religious or non-religious beliefs and world-views.

This Attainment Target is concerned with the ability of the pupil to:

- know about and describe key features of individual religions

- understand and empathise with the central world-views, beliefs, and values of those religions
- understand and interpret symbolism
- appreciate and evaluate the significance of religion in human life and its impact on individuals and communities
- know and be able to apply the technical language used in the study of religion
- develop the skills appropriate to the study of religion.

Learning from religion (AT2)

This is primarily concerned with an exploration of those aspects of human experience, which raise basic questions which all religions address. Through this focus on life-experiences an understanding can be developed of the many ways in which human beings have sought to understand, interpret, and express meaning about themselves, their relationships, and the world in which they live.

This Attainment Target is concerned with the ability of the pupil to:

- engage with and respond to the variety and depth of the human experience and expression
- explore the questions raised by existence and engage with the concept of the /Divine Absolute
- appreciate the value of alternative points of view and respond to them with sensitivity and empathy
- consider the idea of sacredness both in the religions and in the wider human experience

- develop their capacity for, and understanding of, reflection
- explore issues of value and worth.

In religious education it is important that pupils become aware of and explore a range of life experiences. It is also essential that this discovery relates to their learning about religious beliefs and practices.

These two attainment targets take account of the dual purpose of religious education in Brighton and Hove Authority community schools which indicates that religious education makes a distinctive contribution to pupils' learning in two essential ways:

- It provides pupils with a knowledge and understanding of religious beliefs and practices.
- It assists pupils in their own search for meaning and purpose in life by exploring those aspects of human experience which give rise to spiritual awareness and fundamental issues about belief and values.

Religious Education in the Foundation Stage

The contribution of religious education to the early learning goals

The early learning goals set out what most children should achieve by the end of the foundation stage.

The six areas of learning identified in these goals are:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Religious education can make an active contribution to all these areas but has a particularly important contribution to make to:

- personal, social and emotional development
- communication, language and literacy
- knowledge and understanding of the world
- creative development.

Experiences and Opportunities

Personal, social and emotional development

Examples of religious education - related experiences and opportunities

- children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- children think about issues of right and wrong and how humans help one another.

Communication, language and literacy

Examples of religious education - related experiences and opportunities

- children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- through artefacts, stories and music, children learn about important religious celebrations.

Knowledge and understanding of the world

Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.

- children visit places of worship.
- they listen to and respond to a wide range of religious and ethnic groups.
- they handle artefacts with curiosity and respect.
- having visited a local place of worship, children learn new words associated with the place, showing respect.

Creative Development

Examples of religious education - related experiences and opportunities

- using religious artefacts as a stimulus, children think about and express meanings associated with the artefact.
- children share their own experiences and feelings and those of others, and are supported in reflecting on them.

Learning about Religion

Children should be taught to:

- explore religious stories and celebrations
- explore how people live their lives and to learn that there are many ways in which lives may be lived
- develop a sense of belonging and what it means to belong to a faith community
- learn about the difference between right and wrong
- begin to understand their uniqueness
- explore some ways people show love and concern for others and why this is important.

Learning from Religion

Children should be encouraged to:

- express their own beliefs comfortably in a supportive environment where having belief is acceptable
- respond creatively and imaginatively to meaningful experiences
- retell in words and act as characters in stories and decide what they would have done in similar situations
- think about issues of right and wrong and how humans help one another
- ask and pursue answers to questions about religion and culture
- develop respect for beliefs, traditions and customs in the group and in wider society of all
- be curious about religious buildings and artefacts
- reflect on their 'specialness'
- reflect on feelings and experiences

Key Questions

- Where do I belong?
- What is special about me?
- How do people celebrate?
- How do Christians celebrate Christmas and Easter
- What do different people believe?
- What is right and wrong and why?
- What do I think / feel about

Breadth of Study

Starting from the child's / group's own experiences and home background/s, develop their understanding of their cultures, beliefs and values and their uniqueness as individuals

Christianity

- Stories to develop the meaning of Christmas and Easter
- Stories from the New Testament of the Bible that tell about Jesus
- Visit to a local Christian place of worship
- Special people
- Importance of families and communities

Links

Where possible we would hope that links would be made between religious education and other areas of learning.

Eg in the Early Learning Goals

PSE p28,34,36, 38, 42,

K and U p 88, 94, 98

Cr p12, 120, 124,

CLL, p50, 58,

Experiences and opportunities

Within a safe environment to:

Explore and investigate within a safe environment

- religious vocabulary and other vocabulary that will enable them to talk about and describe experiences, situations and emotions
- celebrations through the learning environment eg role play creative area etc
- special places and places of worship and talk with visitors to school from religious communities
- investigate artefacts with respect using their senses as appropriate
- displays reflecting a range of culture and beliefs
- through wider themes eg food, buildings, local area

Reflect and express a personal response to

- stories, poems, songs, art videos music and books that reflect religious and cultural dimensions
- their responses to stories and situations
- issues of right and wrong and how humans help each other
- questions that arise
- values that arise eg respect, love, concern, friendship
- their feelings and those of others

Key Stage One Programme of Study

Knowledge, skills and understanding

Throughout this key stage learning opportunities and experiences must be provided which enable pupils to do the following:

Learning about Religion

Pupils should be taught to:

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

Learning from Religion

Children should be encouraged to:

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

Breadth of Study

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

Religions and beliefs

a Christianity

b Judaism

c A religious community with a significant local presence where appropriate

Themes

- 1 **Believing:** what people believe about God, humanity and the natural world
- 2 **Story:** how and why some stories are sacred and important in religion
- 3 **Celebrations:** how and why celebrations are important in religion
- 4 **Symbols:** how and why symbols express religious meaning
- 5 **Leaders and teachers:** figures who have an influence on others locally, nationally and globally in religion
- 6 **Belonging:** where and how people belong and why belonging is important
- 7 **Myself:** who I am and my uniqueness as a person in a family and community

Experiences and opportunities

- d visiting places of worship and focusing on symbols and feelings
- e listening and responding to visitors from local faith communities
- f using their senses and having times of quiet reflection
- g using art and design, music, dance and drama to develop their creative talents and imagination
- h sharing their own beliefs, ideas and values and talking about their feelings and experiences
- i beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Key Stage Two Programme of study

Knowledge, skills and understanding

Throughout this key stage learning opportunities and experiences must be provided which enable pupils to do the following:

1. Learning about Religion

Pupils should be taught to:

- a describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- b 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
- c identify and begin to describe the similarities and differences within and between religions
- d investigate the significance of religion in the local, national and global communities
- e consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- f describe and begin to understand religious and other responses to ultimate and ethical questions
- g use specialist vocabulary in communicating their knowledge and understanding
- h use and interpret information about religions from a range of sources.

2. Learning from Religion

Pupils should be encouraged to:

- a reflect on what it means to belong to a faith community, communicating their own and others 'responses
- b 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
- c discuss their own and others 'views of religious truth and belief, expressing their own ideas
- d reflect on ideas of right and wrong and their own and others 'responses to them
- e reflect on sources of inspiration in their own and others 'lives.

Breadth of Study

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

3. Religions and beliefs

a Christianity

b Hinduism, Islam and Judaism

c A religious community with a significant local presence where appropriate

Themes

1 Beliefs and questions: how people's beliefs about God, the world and others impact on their lives

2 Teachings and authority: what sacred texts and other sources say about God, the world and human life

3 Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites

4 The journey of life and death: why some occasions are sacred to believers, and what people think about life after death

5 Symbols and religious expression: how religious and spiritual ideas are expressed

6 Inspirational people: figures from whom believers find inspiration

7 Religion and the individual: what is expected of a person in following a religion or belief

8 Religion, family and community : how religious families and communities practise their faith, and the contributions this makes to local life

9 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

Experiences and opportunities

a encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community

b discussing religious and philosophical questions ,giving reasons for their own beliefs and those of others

c considering a range of human experiences and feelings

d reflecting on their own and others 'insights into life and its origin, purpose and meaning

e expressing and communicating their own and others 'insights through art and design, music, dance, drama and ICT

f developing the use of ICT, particularly in enhancing pupils 'awareness of religions and beliefs globally.

Key Stage One Programme of study

Theme 1 Believing:
what people believe about God, humanity and
the natural world.



Learning about Religion

Pupils should be taught to:

- explore religious stories and sacred writings and talk about their meanings.
- identify the importance, for many people, of belonging to a religion and recognise the difference this makes to their lives.
- explore how religious beliefs can be expressed through the arts and communicate their response.

Learning from Religion

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.
- 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.

Breadth of Study within a school scheme of work

Christianity

- What Christians believe about God and Jesus
- The nature of friendship

Judaism

- What Jews believe about God
- The Torah
- Creation



Key Questions

What do Jews believe about G-d?
What do Christians believe about God?
What do you believe?

Links (non statutory)

Theme 2 Story; Theme 3 Celebration;
Theme 4 Symbols;
Theme 6 Belonging; Theme 7 Myself
QCA units: RB, 2A, 1E PSHCE

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- the Christian belief in God as Creator, loving father etc
- ways in which Christians understand Jesus
- the meaning of friendship – our friends; the disciples as Jesus' friends; Jesus as a friend
- the Jewish belief in God as one God, the Creator, and He cares for all
- an understanding of God through the Torah
- the story of Creation in the Torah

Reflect on and express a personal response to:

- the concept of God
- friendship
- the values held within the laws and the commandments
- the wonder and mystery of the natural world
- puzzling questions that have a religious dimension

Theme 2 Story: what makes some stories sacred and important in religion.

Learning about Religion

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings.

Learning from Religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts.
- ask and respond imaginatively to puzzling questions, communicating their ideas.
- reflect on how spiritual and moral values relate to their own behaviour.
- recognise that religious teachings and stories make a difference to individuals, families and the local community.

Breadth of Study within a school scheme of work

Christianity

- **Stories from the New Testament of the Bible that tell about Jesus' life and Jesus as a person.**
- **Stories to develop the meaning of Easter and Christmas**

Judaism

- **Stories from the Torah**

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- stories about birth and new beginnings
- stories to develop the meaning of Easter
- stories from the New Testament that tell about the life of Jesus - his birth, his visit as a child to the temple, his disciples and friends, his death and resurrection.
- stories from the New Testament that tell about Jesus as a person – as a teacher and as a leader.
- the important stories from the Torah – the creation, Joseph, Moses.

Reflect on and express a personal response to:

- the meanings of stories for Christians or Jews
- the values and teachings held within stories
- the wonder and mystery of birth, creation and the natural world
- puzzling questions found within the stories
- the nature of leadership

Key Questions

Why is the story important for Christians?

Why is the story important for Jews?

What is it that makes a story sacred?

What is important for you in the story?

Links (non statutory)

Themes 1 Believing; Theme 3 Celebration; Theme 4 Symbol; Theme 5 Leaders and Teachers
QCA units: RB, 1E, 2A 2B, 2C

Key Stage One Programme of study

Theme 3 Celebrations: how and why celebrations are important in religion.

Learning about Religion

Pupils should be taught to:

- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.
- recognise the difference that belonging to a religion makes to believers' lives.
- explore how celebrations can be expressed through the arts and communicate responses.
- identify and suggest meanings for religious symbols used within celebrations.

Learning from Religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings experiences and concepts such as worship, wonder, praise, thanks, joy, concern 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.
- recognise that religious celebrations make a difference to individuals, families and the local community.

Breadth of Study within a school scheme of work

Christianity

- Christmas, Easter and harvest celebrations
- Rites of passage

Judaism

- Shabbat, Pesach, Sukkot, and Hanukkah celebrations

Key Questions

What celebrations are important to me?
Why do we celebrate?
What makes us happy/sad?

Links (non statutory)

Theme 2 Story; Theme 4 Symbol;
Theme 6 Belonging; Theme 7 Myself
QCA units RA, 1A, 1C, 1E, 2C PSHC

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- pupils knowledge and understanding of celebrations
- simple celebrations through group involvement, visitors from a faith community and visits to places of worship.
- personal and school based experiences of birth, death and marriage.
- the impact celebrations have on the local community
- the importance of family life

Reflect on and express a personal response to:

- religious and spiritual feelings experienced during a celebration
- puzzling questions that arise from a celebration or rite of passage
- the importance of the celebration to Christians or Jews.

Theme 4 Symbols: how and why symbols express religious meaning.

Learning about Religion

Pupils should be taught to:

- identify and suggest meanings for religious symbols and begin to use a range of religious words.
- explore how religious beliefs and ideas are expressed through art.

Learning from Religion

Pupils should be taught to:

- identify what matters to them and others, including those with religious commitments and communicate their responses.
- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, prayer and thankfulness.
- recognise that religious symbolism makes a difference to individuals, families and communities.
- ask and respond imaginatively to puzzling questions and communicate their responses.

Breadth of Study within a school scheme of work

Christianity

- **Symbols associated with celebrations**
- **Signs, symbols and artefacts within a church**
- **Clothes**

Judaism

- **The symbols found within a Jewish home**
- **Signs, symbols and artefacts within a synagogue**
- **Clothes**

Key Questions

How would you express your beliefs in a symbol?
 What symbol would best express the belief of a Christian?
 What symbol would best express the belief of a Jew?

Links (non statutory)

Theme 2 Story; Theme 3 Celebration
 Theme 5 Leaders and Teachers
 QCA units: 1E, 1F, 2A, 2D

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- signs and symbols used within the home, school and community.
- symbolic actions, dress and artefacts within Christianity and Judaism.
- symbolism within a place of worship

Reflect on and express a personal response to:

- the meaning of symbols
- the importance of symbols to people of faith
- the feelings associated with symbols and symbolic actions within worship.
- the feelings associated with symbolism in art and music.
- puzzling questions raised by the use of symbolism.

Key Stage One Programme of study

Theme 5 Leaders and Teachers: figures who have an influence on others locally, nationally & globally in religion.

Learning about Religion

Pupils should be taught to:

- explore a range of religious and sacred writings and talk about their meanings.
- identify the importance, for many people, of leaders and teachers within their religious traditions and recognise the difference this makes to their lives.

Learning from Religion

Pupils should be taught to:

- 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.
- identify what matters to them and others including those with religious commitments, and communicate their responses.

Breadth of Study within a school scheme of work

Christianity

- **The role of leaders, past or present, within Christian denominations.**
- **Stories about Jesus as a leader and teacher.**

Judaism

- **The role of leaders, past or present, within a Jewish community.**
- **Stories about Moses as teacher and a leader** • Creation

Key Questions

What would you like to change?
How could we care more for our community and our environment?
How should religious leaders today care about our community and our environment?

Links (non statutory)

Theme 1 Believing; Theme 2 Story;
Theme 6 Belonging Theme 4 Symbols
QCA units: 1D, 1E PSHCE

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- the meaning of leadership within the school and local community.
- the qualities that make a good teacher and leader.
- the ways in which religious leaders work and behave.
- the local impact of a religious centre
- how following Jesus affects the lives of Christians
- how following the Jewish faith affects the lives of Jews.

Reflect on and express a personal response to:

- the values of love and forgiveness, right and wrong, justice and injustice.
- the importance of care for others and the environment.
- the concepts that link with God and creation.
- the wonder and mystery of the natural world.

Theme 6 Belonging: where and how people belong and why belonging is important.

Learning about Religion

Pupils should be taught to:

- identify the importance, for many people, of belonging to a religion and recognise the difference this makes to their lives.

Breadth of Study within a school scheme of work

Christianity

- **Belonging to a family and families as a community**
- **A church as a worshipping community**
- **Worship as a creative expression of common beliefs**

Judaism

- **Belonging to a family and families as a community**
- **The family and the synagogue as a worshipping community**
- **Worship as a creative expression of common belief**

Key Questions

What does it mean to me to belong?
How should I behave towards others?
Why do you think a church or a
synagogue is important?

Links (non statutory)

Theme 7 Myself; Theme 1 Believing;
Theme 3 Celebrations; Theme 5 Leaders
and Teachers QCA units: 1A, 1B, 1E, 1F,
2D PSHCE

Learning from Religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings and concepts such as worship, wonder, praise.
- 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.

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- the importance of doing things with and for others
- the difference belonging to a religious community makes to peoples lives
- the church and the synagogue
- worship within Jewish and Christian communities.
- their own ideas of worship through art, music, drama and creative writing

Reflect on and express a personal response to:

- the importance of belonging
- care for others
- a visit to a church or synagogue within their own community
- the feelings and experiences associated with worship.
- puzzling questions that arise

Key Stage One Programme of study

Theme 7 Myself:
who I am and my uniqueness as a person in a family
and community.

Learning about Religion

Pupils should be taught to:

- identify the Christian and Jewish teaching about the importance of belonging

Learning from Religion

Pupils should be taught to:

- reflect on and consider emotions as well as religious and spiritual feelings such as reflection and meditation
- identify the importance of belonging
- identify the meaning of 'me' in the context of Myself
- ask and respond to puzzling questions
- identify what matters to them
- reflect on how spiritual and moral values relate to their own behaviour.

Breadth of Study within a school
scheme of work

Christianity and Judaism

- **Special people to us and why they are special**
- **Our uniqueness**
- **The importance of families and communities**
- **Relationships with others, the world around them and with God**

Key Questions

What makes me special?
What is important to me?
What do I like about other people?
What do I like about my community?
What do I like about the idea of God??

Links (non statutory)

Theme 6 Belonging;
Theme 1 Believing; Theme 3
Celebrations Science unit "ourselves"
PSHCE

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- what is important in pupils' lives
- specialness – special times, people, places and things in pupils' lives and families
- the importance of relationships and of neighbours.
- the relationship Christians and Jews have with God
- through art pupils' uniqueness and links with their family
- change

Reflect on and express a personal response to:

- stories and questions about emotions such as happy, sad, anger, excitement, nervousness, loneliness.
- the importance of families, school class, the school community and the local community.
- the qualities of good relationships
- the values within families and communities



Key Stage Two Programme of study

Theme 1 Beliefs and questions:
how people's beliefs about life's meanings and purposes impact on their lives.

Learning about Religion

Pupils should be taught:

- the key aspects of religions that influence beliefs and values.
- the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- to consider the meaning of a range of forms of religious expression, understand why they are important in religion and note the links between them.
- to begin to understand religious and other responses to ultimate and ethical questions.
- to use specialist vocabulary in communicating their knowledge and understanding.
- to use and interpret information about religions from a range of sources.

Learning from Religion

Pupils should be taught to:

- 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.

Breadth of Study within a school scheme of work

Christianity

- Key Beliefs expressed in God as Trinity and the stories of creation and the fall.
- Festivals and Celebration – Advent, Christmas, Lent, Easter, Harvest and Pentecost.
- Worship in at least two different Christian denominations.
- Rites of passage; baptism, confirmation, marriage, death.

Hinduism

- Key Beliefs – One God, different names and images.
- The important Hindu stories – (Brahma, Shiva and Vishnu) of Rama and Krishna.
- Festivals and celebration – Divali; the birth of Rama and Krishna; Holi; pilgrimage.
- Worship – puja at home and in the mandir.
- Rites of passage; birth, marriage, death.

Breadth of Study within a school scheme of work, continued

Islam

- Key Beliefs - Allah as the one true God, and the Creator. The Five Pillars of Islam. Muhammad (pbuh).
- Worship in a mosque. Friday prayers.
- Festivals and celebrations – Ramadan and Eid-ul-Fitr; Hajj and Eid-ul-Adha;
- Rites of Passage - birth, naming ceremony, death.

Judaism

- Key beliefs – G-d as the one creator, the gift of law, and the story of creation.
- Worship in the home and the synagogue.
- Festivals and Celebrations – Purim, Pesach, Shavuot (Rosh Hashanah) Yom Kippur and Sukkot.
- Rites of Passage - birth, Bar Mitzvah, marriage, death.

Key Questions

- What is belief about for a person of faith?
- What religious beliefs or questions do you have?
- How does belief affect peoples' lives?

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- a range of ideas about God, including their own.
- places of worship in Brighton and Hove.
- the nature of worship for believers.
- a range of stories about how the world began and identify the beliefs and values they contain.
- the nature of the festivals and celebrations for believers.
- the nature of the rites of passage for believers.
- similarities and differences found within the way believers express their faith.

Reflect on and express a personal response to:

- views of religious truth and belief
- the values expressed within the key beliefs
- ethical and ultimate questions
- prayer, singing, reading and ritual within worship
- how religious beliefs affect a person's lifestyle.
- the place of celebration within their own lives.

Links (non statutory)

Theme:

QCA Units: 3B, 3C, 3D, 3E, 4A, 4B, 4C, 5A, 5B, 5D

Key Stage Two Programme of study

Theme 2 Teaching and Authority:
what sacred texts and other sources say about God, the world and human life.

Learning about Religion

Pupils should be taught:

- the sacred texts and traditions that influence the beliefs and values of others.
- the variety of practices and ways of life in religions that stem from, and are closely connected with sacred texts and traditions .
- to identify and begin to describe the similarities and differences within and between religions
- the significance of religion in the local, national and global communities.
- the meaning of a range of forms of religious expression, understand why they are important and note the links between them.
- to begin to understand religious and other responses to ultimate and ethical questions.
- to use and interpret information about religions from a range of sources.

Learning from Religion

Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses.
- 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.

Breadth of Study within a school scheme of work

Christianity

- Famous and key religious people within Christianity.
- The Christian Bible, its structure and translations, and its teachings about God and Jesus
- How the Bible is used in the home and the Church.

Hinduism

- Famous and key religious people within Hinduism
- The Hindu sacred texts, the Bhavagad Gita and its teachings.
- The stories of Rama, Krishna and Ganesh

Breadth of Study within a school scheme of work, continued

Islam

- famous and key religious people within Islam.
- stories and traditions about Muhammad (pbuh).
- the Qur'an as revelation of God, and the laws that govern all aspects of life.
- the study and treatment of the Qur'an.

Judaism

- famous and key religious people within Judaism.
- the Torah, its structure and teachings about G-d
- the laws in the Torah
- how the Torah is used in the home and the synagogue

Key Questions

- What makes a text sacred?
- What do sacred texts tell believers about God, the world and human life?
- What do we believe about the nature of God, the care of the world and the value of human life?
- What do you consider to be the important characteristics of the key people of faith?

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- sacred texts as a source for a faith response as well as a personal response.
- similarities and differences within the sacred texts.
- principles and laws for living as found within the sacred texts.
- other texts and sayings used to express the faith of the believer
- the links between the beliefs and the life of key religious people.

Reflect on and express a personal response to:

- the importance of sacred texts
- Some of the words and sayings within the sacred texts.
- the principles and laws found within a faith system.
- the uniqueness and value of others and themselves.
- the care of the world.

Links (non statutory)

Themes:

QCA units: 2A, 3D, 5D, 6C

Key Stage Two Programme of study

Theme 3 Worship and sacred places: where, how and why people worship.

Learning about Religion

Pupils should be taught:

- The key aspects of religions, especially the traditions that influence the beliefs and values of others.
- The variety of practices and ways of life in religions, and understand how these stem from and are closely connected with beliefs and teachings.
- To identify and describe the similarities and differences within and between religions.
- The significance of religion in the local community
- The meaning of a range of forms of religious expression and understand why they are important.
- To begin to understand religious responses to ultimate and ethical questions.
- To use specialist vocabulary
- To use and interpret information about religion from a range of sources.

Learning from Religion

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.
- Reflect on sources of inspiration in their own and others' lives.

Breadth of Study within a school scheme of work

Christianity

- The variety of churches as Christian places of worship.
- Christian worship within at least two different Christian denominations and the role of the priest or minister.
- Ceremonies for baptism, confirmation, marriage and death.
- Symbolism in a church.

Hinduism

- Puja in the home and in the mandir.
- Ceremonies for birth, marriage and death.
- Symbolism in puja and the mandir.

Breadth of Study within a school scheme of work, continued

Islam

- The Mosque and the role of the Imam.
- Worship in a mosque, the importance of Friday and The Five Pillars of Islam
- Ceremonies for birth, naming, marriage and death
- Symbolism in a mosque

Judaism

- The Synagogue- its structure and contents, and the role of the Rabbi.
- Prayers and aids to prayer.
- Worship in the home.
- Ceremonies for birth, Bar Mitzvah, marriage and death
- Symbolism in a synagogue.

Key Questions

- What does worship mean for believers?
- What does worship mean for you?
- Where and how do people worship in our community, and in the world?
- Why do some people go to a place of worship to pray?
- What for you would be a special place to think, meditate or pray?
What makes it special?

Links (non statutory)

Themes:

QCA units: 2D, 4A, 4D, 6B, 6E.

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- The key aspects of worship within the religions studied, and how these impact on the beliefs and values of the believers.
- The similarities and differences within worship.
- A variety of the religious buildings within the immediate locality and in Brighton and Hove.
- The ceremonies that mark the stages in a persons life, and their significance to the believer.
- The nature and importance of symbolism.

Reflect on and express a personal response to:

- The nature of worship as a communal activity that has an impact on peoples lives.
- The beliefs and values expressed within worship.
- Creativity within worship.
- The ceremonies associated with ultimate questions.
- The impact of a visit to a place of worship

Key Stage Two Programme of study

Theme 4 Pilgrimage and the journey of life: why some places and occasions are sacred to believers.

Learning about Religion

Pupils should be taught:

- The key aspects of religions, especially the traditions that influence the beliefs and values of others.
- The variety of practices and ways of life in religions, and understand how these stem from and are closely connected with beliefs and teachings.
- To identify and describe the similarities and differences within and between religions.
- To begin to understand religious responses to ultimate and ethical questions.
- To use specialist vocabulary
- To use and interpret information about religion from a range of sources.

Learning from Religion

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.
- Express their own, and others' views of religious truth and belief.
- Reflect on sources of inspiration in their own and others' lives.

Breadth of Study within a school scheme of work

Christianity

- Special journeys Christians make to sacred places.
- A visit to a church in Brighton & Hove.
- Special events in a person's life and the beliefs that underpin them.

Hinduism

- Special journeys Hindus make to sacred places.
- A visit to a mandir in Brighton & Hove.
- Special stages in a person's life and the beliefs that underpin them.

Breadth of Study within a school scheme of work, continued

Islam

- The Hajj (pilgrimage) that Muslims take.
- A visit to a mosque in Brighton & Hove.
- Special events in a person's life and the beliefs that underpin them.

Judaism

- The importance of Jerusalem for Jews.
- A visit to a synagogue in Brighton & Hove,
- Special stages in a person's life, and the beliefs that underpin them.

Key Questions

- Why are some places and occasions sacred to believers?
- Which are the places for you that enable you to feel respect for others or for God?
- What have been the significant stages in your journey of life and how were they marked?

Links (non statutory)

Themes:

QCA units: 4A, 4B, 5B, 6A, 6B, 6E

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- The importance of worship, prayer and meditation for a believer.
- Pilgrimages and journeys made by believers.
- The values that underpin the special journey or pilgrimage for a believer.
- A range of sacred places and buildings noting similarities and differences.
- Significant occasions for believers that mark the journey of life.

Reflect on and express a personal response to:

- The specialness of sacred places and buildings for believers, and their own views of such places or buildings.
- The values expressed within pilgrimage and the journey of life.
- The help believers receive from their faith when facing personal joys, difficulties or problems.
- Significant experiences that raise questions about the meaning of life

Key Stage Two Programme of study

Theme 5 Symbols and religious expression: how religious and spiritual ideas are expressed.

Learning about Religion

Pupils should be taught:

- the variety of practices in religions, understanding how these stem from, and are closely related with, beliefs and teachings.
- similarities and differences within and between religions.
- the significance of religion in the local, national and global communities.
- the meaning of a range of form of religious expression, and understand why they are important in religion and note the links between them.
- specialist vocabulary for communicating knowledge and understanding.
- information about religions from a range of sources.

Learning from Religion

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.
- Express their own, and others' views of religious truth and belief.
- reflect on sources of inspiration in their own and others' lives

Breadth of Study within a school scheme of work

Christianity

- The significance of symbols to express the Christian belief about God.
- Symbolism used within a church building.
- Symbolism used within christian worship and celebration.
- Clothes and symbols that identify people as Christians.

Hinduism

- The significance and stories of the symbols that express the Hindu belief about God.
- Symbolism used within a mandir.
- Symbolism used within hindu worship and celebration.
- Clothes and symbols that identify people as Hindus.

Breadth of Study within a school scheme of work, continued

Islam

- The significance of symbols to express the Muslim belief about God.
- Symbolism used within a mosque.
- Symbolism used within worship and celebration for Muslims.
- Clothes and symbols that identify people as Muslims.

Judaism

- The significance and stories of the symbols that express the Jewish belief about G-d.
- Symbolism used within a synagogue.
- Symbolism used within Jewish worship and celebration.
- Clothes and symbols that identify people as Jews.

Key Questions

- How do we express our feelings?
- How are religious feelings expressed?
- How do symbols help us remember?
- How do symbols help believers remember and worship?

Links (non statutory)

Themes: 3, 2

QCA units: 3A, 4D, 6A, 6B, 6E, 6F

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- the importance of religious symbolism for believers.
- Stories and beliefs associated with religious symbols.
- the values that underpin some religious symbols.
- a range of sacred places within Brighton and Hove, as well as pictures and images of other sacred places, noting similarities and differences.
- the religious vocabulary of symbolism within the faiths studied.
- religious artefacts and clothes.

Reflect on and express a personal response to:

- the importance of religious symbolism for believers, and their own views about religious symbols.
- the values of duty and respect associated with religious symbols.
- the creative arts that symbolise faith and feelings.

Key Stage Two Programme of study

Theme 6 Inspirational people: where and how religious people find their inspiration.

Learning about Religion

Pupils should be taught:

- the key religious people that influence the beliefs and values of others.
- the variety of practices and ways of life in religion, and understand how these stem from and are closely connected with, beliefs and teachings.
- the significance of religion in the local, national and global communities.
- to understand religious and other responses to ultimate and ethical questions.
- to use and interpret information about religions from a range of sources.

Learning from Religion

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.
- express their own, and others' views of religious truth and belief.
- 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

Breadth of Study within a school scheme of work

Christianity

- Stories about the life of Jesus and His inspiration to others.
- Stories about key people from the Bible; where they received their inspiration from, and how they inspire Christians today.
- Stories about inspirational Christians past and present; how and where they found their inspiration.
- The role and vocation of the leaders of local churches.
- Expressive arts as an inspiration to Christians.

Hinduism

- Stories about Trimurti (Brahma, Shiva Vishnu) and their inspiration to others.
- The story from the Bhagavad Gita about Krishna, and how the values expressed within the story inspire Hindus today.
- Stories about inspirational Hindu leaders past and present; how and where they found their inspiration.
- The role and vocation of the leaders of the local Hindu community.
- Expressive arts as an inspiration to Hinduism.

Breadth of Study within a school scheme of work, continued

Islam

- Stories about the life of Muhammad (pbuh), and his inspiration to others.
- Stories about key people from the Qur'an; where they received their inspiration from and how they inspire Muslims today.
- Stories about inspirational Muslims past and present; how and where they found their inspiration.
- The role and vocation of the leaders of the local Muslim Community
- Expressive arts as an inspiration to Muslims.

Judaism

- Stories from the Torah that show the work of G-d as Creator and law giver.
- Stories about key people from the Torah and Tanakh; where they received their inspiration from and how they inspire Jews today.
- Stories about inspirational Jews past and present; how and where they found their inspiration.
- The role and vocation of the leaders of the local Jewish Community
- Expressive arts as an inspiration to Jews

Key Questions

- What qualities do people have who inspire you?
- What qualities do inspirational religious leaders possess?
- How can faith inspire people's lives?
- What is right and what is wrong? How have you built up your concept of right and wrong?
- How can people change?

Links (non statutory)

Theme:

QCA units: 3E, 5A, 5D, 6F, 6C,

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- the people past and present who inspire and influence others through their religious beliefs, and give a simple explanation of how and why.
- the links between the stories from the scriptures in three of the religions studied.
- the qualities of good, wise leaders and good, wise people.
- the nature of God, or Gods.
- the values held by inspirational people.

Reflect on and express a personal response to:

- the nature of change.
- the ideas of truth, right and wrong, justice and injustice.
- the joys and challenges of belonging to a religious community.
- religious expressive art.

Key Stage Two Programme of study

Theme 7 Religion and the individual:
what is expected of a person in following a religion.

Learning about Religion

Pupils should be taught:

- the variety of practices and ways of life in religions, and understand how these stem from and are closely connected with beliefs and teachings.
- to identify and describe the similarities and differences within and between religions.
- the significance of religion in the local community
- the meaning of a range of forms of religious expression and understand why they are important.
- to begin to understand religious responses to ultimate and ethical questions.
- to use specialist vocabulary
- to use and interpret information about religion from a range of sources.

Learning from Religion

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.
- express their own, and others' views of religious truth and belief.
- 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

Breadth of Study within a school scheme of work

Christianity

- The key values and beliefs held by Christians.
- The variety of ways Christians express their faith.
- The importance of Christian ethical traditions and their impact on the local community and the world today
- The ceremonies associated with rites of passage.

Hinduism

- The key values and beliefs held by Hindus.
- The variety of ways Hindus express their faith.
- The importance of Hindu ethical traditions and their impact on the local community and the world today.
- The ceremonies associated with rites of passage.

Breadth of Study within a school scheme of work, continued

Judaism

- The key values and beliefs held by Jews.
- The variety of ways Jews express their faith
- The importance of Jewish ethical traditions and their impact on the local community and the world today.
- The ceremonies associated with rites of passage.

Islam

- The key values and beliefs held by Muslims.
- The variety of ways Muslims express their faith.
- The importance of Muslim ethical traditions and their impact on the local community and the world today.
- The ceremonies associated with rites of passage.

Key Questions

- Do you have any rules or moral principles that help you make up your own mind about how to behave?
- What does peoples' behaviour tell us about their beliefs?
- How do people of faith apply faith guidance to their way of life?
- How would you like people to behave, and on what principles should this behaviour be based?

Links (non statutory)

Themes:

QCA units: 3D, 3E, 4D, 5B, 5D, 6A, 6B

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- the connection between key faith values and a persons' lifestyle.
- how commitment to a religion is shown in a variety of ways, noting the links between the faiths studied.
- the importance of tradition, and its impact on the local community and the world today.
- the importance and meaning of rites of passage for faith communities.
- the response of faith communities to certain ethical questions.

Reflect on and express a personal response to:

- the impact religious communities make within the local environment, and the wider world.
- the nature of commitment of a person following a religion.
- the nature of right and wrong, justice and injustice.
- the use of prayer and meditation within worship.

Key Stage Two Programme of study

Theme 8 Religion, family and community:
how religious families and communities practice their faith, and the contribution this makes to local life.

Learning about Religion

Pupils should be taught:

- the variety of practices and ways of life in religions in the locality and understand how these stem from and are closely connected with beliefs and teachings.
- identify and describe the similarities and differences within and between religions.
- the significance of religion in the local community
- the meaning of a range of forms of religious expression and understand why they are important.
- begin to understand religious responses to ultimate and ethical questions.
- to use specialist vocabulary
- to use and interpret information about religion from a range of sources.

Learning from Religion

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.
- express their own, and others' views of religious truth and belief.
- 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.



Breadth of Study within a school scheme of work

Christianity, Hinduism, Islam and Judaism:

- Explore and investigate your local community in Brighton and Hove:
 - How and where these faith communities worship.
 - What it means to be part of a faith community in Brighton and Hove.
 - The impact these faith communities have on the area.
- The Buddhist faith community is part of Brighton and Hove, and a school may consider it appropriate to incorporate their own short school based study to introduce children to the key beliefs and values of Buddhism.

Key Questions

- How do you and your family show commitment?
- What difference does faith make to families?
- What contributions and impact do non-religious groups make to life in your local community?
- What contributions and impact do religious communities make to life in your local community and Brighton and Hove?

Links (non statutory)

Themes:

QCA units: 3A, 3B, 3E, 4A, 4B, 4C, 4D, 5B, 5D, 6A, 6B, 6E

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- places of worship within your local area, and talking with people who lead or belong to that faith community, and describe similarities and differences.
- the ways in which people worship at home and within a place of worship, and the impact that may have on your local community.
- other main places of worship within Brighton and Hove and the impact the faith communities may have within the City.

Reflect on and express a personal response to:

- how beliefs and worship influence lifestyles and actions.
- the meaning of rituals and membership in communities.
- the responsibilities, commitment and support for others shown by faith communities.
- ideas of remembrance, right and wrong, justice and injustice.

Key Stage Two Programme of study

Theme 9 Religions and the world: how religious faith impacts on world events in different ways.

Learning about Religion

Pupils should be taught:

- the key aspects of religion, especially the people, stories and traditions, that influence the beliefs and values of others.
- the variety of practices and ways of life in religions, and understand how these stem from and are closely connected with beliefs and teachings.
- to identify and describe the similarities and differences within and between religions.
- the significance of religion in the local community
- the meaning of a range of forms of religious expression and understand why they are important.
- to begin to understand religious responses to ultimate and ethical questions.
- to use specialist vocabulary
- to use and interpret information about religion from a range of sources.

Learning from Religion

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.
- Express their own, and others' views of religious truth and belief.
- 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

Breadth of Study within a school scheme of work

Christianity

- The origins of Christianity – the life of Jesus and the beliefs of the early Christians.
- The Christian teachings about values and lifestyles.
- Christian charitable giving and work.
- The impact of Christian leaders past or present.
- Christian teaching on human rights and the environment.

Hinduism

- The beginnings of Hinduism in India, and the belief in the flow of life through many existences.
- The Hindu concepts of Karma (work) and Dharma and the path to salvation.
- Hindu care for others, and their hospitality
- The impact of Hindu leaders past and present.
- Hindu teaching on human rights and the environment.

Breadth of Study within a school scheme of work, continued

Islam

- TheThe origins of the Islamic faith – the life of Muhammad (pbuh) and the revelation of the Qur'an.
- The life of Abraham (Ibrahim)
- The teachings and beliefs of Islam about the lifestyle of Muslims.
- The charitable giving of Muslims, and their hospitality.
- The impact of Muslim leaders past or present.
- Muslim teaching on human rights and the environment.

Judaism

- The origins of Judaism – the stories from the Torah about Abraham, the Exodus and Moses receiving the Torah
- The teachings and laws about Jewish lifestyle
- The importance of family life and care for others
- The impact of Jewish leaders past and present.
- Jewish teaching on human rights and the environment.

Key Questions

- What impact do you think faith has had on world events?
- How has change been achieved by religious leaders?
- What religious influences can you find in news stories of today?
- What influences you and others to give your time, skills and money for others?

Links (non statutory)

Themes:

QCA units:3B, 3C, 3D, 3E, 4A, 4B, 4C, 5A, 5B, 5D, 6B, 6C, 6D

Experiences and Opportunities

Within a safe environment to:

Explore and investigate:

- The origins of religions and the gradual impact each has made on the world.
- The similarities and differences of beliefs, teachings, celebrations and lifestyles within each religion.
- The work of charities.
- Certain world events and leaders past and present that have been influenced by faith.

Reflect on and express a personal response to:

- News stories
- The variety of celebrations and lifestyles discussed.
- The styles of leadership and the results that have been achieved by leaders past and present.
- The nature of change and how people move on from difficult situations.

Key Stage Three Programme of Study

Knowledge, skills and understanding

Throughout this key stage learning opportunities and experiences must be provided which enable pupils to do the following:

1. Learning about Religion

Pupils should be taught:

- a investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- b analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- c investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- d analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- e discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- f 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
- g interpret and evaluate a range of sources, texts and authorities, from a variety of contexts;
- h interpret a variety of forms of religious and spiritual expression.

2. Learning from Religion

Pupils should be taught to:

- a reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas using reasoned arguments
- b evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
- c express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- d 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
- e express their own beliefs and ideas using a variety of forms of expression.

Note: Teachers are reminded that at key stage 3, examples may also be drawn from other religions such as the Baha'i, the Chinese traditions, Jainism, primal and traditional religions, and Zoroastrianism, bearing in mind the context of both the local and the wider community.

Breadth of study

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

3. Religions and beliefs

- a Christianity
- b at least two other principal religions
- c a religious community with a significant local presence, where appropriate
- d a secular world view, where appropriate

Themes

- e 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
- f authority: different sources of authority and how they inform believers' lives
- g religion and science: issues of truth, explanation, meaning and purpose
- h expressing spirituality: how and why human self understanding and experiences are expressed in a variety of forms
- i ethics and relationships: the questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil
- j rights and responsibilities: what religions say about human rights and responsibilities, social justice and citizenship

k global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment

l inter-faith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs

Experiences and opportunities

m encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues;

n visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion

o discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues

p 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

q using a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully

r exploring the connections between religious education and other subject areas, such as arts, humanities, literature, science.

Key Stage Three Programme of study

Knowledge, skills and understanding

Learning about religion. Pupils should be able to:

- 1a** investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies.
- 1b** analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions.
- 1g** interpret and evaluate a range of sources, texts and authorities, from a variety of contexts.

Learning from religion. Pupils should be able to:

- 2a** reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas using reasoned arguments.
- 2b** evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.

Breadth of study

Themes

- 3f** authority: different sources of authority and how they inform believers' lives. ways of life;

Experiences and opportunities

- 3q** using a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully.

Authority - Writings, bodies, and people (historical and contemporary)

Content

School schemes of work must include a study of the following areas

- 1 A study of at least two significant texts [e.g. Surah 1 and Surah 2] from each of Christianity and at least two other principal religions, and an analysis of the variety of interpretation and application.
- 2 A study of at least one significant historical person [e.g. the Buddha] from each of Christianity and at least two other principal religions, and an analysis of how they inform believers' lives.
- 3 A study of at least one significant twentieth/twenty-first century person from each of Christianity and at least two other principal religions, and an analysis of how they inform believers' lives.

Examples

Christianity

The Life of Jesus; the Bible; the Church; Tradition; Conscience; Contemporary figures [e.g. Martin Luther King], etc..

Buddhism

The Life of the Buddha; the Dhamma; the Sangha; Contemporary figures, [14th Dalai Lama], etc.

Hinduism

The main writings, including the Bhagavad Gita; the Guru; people such as Shankara, Ramanuja; Contemporary figures [e.g. Mahatma Gandhi], etc.

Islam

The Qur'an; the Life of Muhammad; the Sunna and Hadith; the Shari'ah; Contemporary figures [e.g. Mawdudi], etc.

Judaism

The Torah: the Talmud and the Halakah; Contemporary figures [an Hasidic Rebbe], etc,

Sikhism

The Gurus; the Guru Granth Sahib; Contemporary figures [Piran Singh], etc.

Other

The Life of Kung-fu-tse: the Dao De Ching: etc.

Key Stage Three Programme of study

Knowledge, skills and understanding

Learning about religion. Pupils should be able to:

- 1d** analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy.
- 1e** discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.
- 1f** 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.

Learning from religion. Pupils should be able to:

- 2a** reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas using reasoned arguments.

Breadth of study

Themes

- 3e** beliefs and concepts: the key ideas and questions of meaning in religions, including issues related to God, truth, the world, human life, and life after death.
- 3g** religion and science: issues of truth, explanation, meaning and purpose.
- 3i** ethics and relationships: the questions and influences that inform people's ethical and moral choices, including forgiveness and issues of good and evil.

Experiences and opportunities

- 3o** discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues.
- 3p** 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.
- 3q** using a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully.
- 3r** exploring the connections between religious education and other subject areas such as the arts, humanities, literature, science.

Beliefs

Content

School schemes of work must include a study of the following areas

- 1 A study of at least two reasons for believing/not believing in God [one from either side].
- 2 A study of at least two significant ideas [e.g. Dharma] from each of Christianity and at least two other principal religions, and an analysis of how these ideas inform believers' lives.
- 3 A study of the approach of at least one secular philosophy to the issues such as those related to God, the Ultimate, life after death.
- 4 A study of the relationship between religion and science.

Examples

Christianity

The concept of God; the place of Jesus; the Trinity; revelation; the nature of humanity; Ultimate Meaning; Resurrection, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity

Buddhism

The concept of Nirvana; Buddhahood; the nature of humanity; Ultimate Meaning; Reincarnation, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity.

Hinduism

The concept of the divine; the concept of Dharma; the nature of humanity; Ultimate Meaning; Reincarnation, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity.

Islam

The concept of God [Allah]; the Prophethood; revelation; the nature of humanity; Ultimate Meaning; Life after Death, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity.

Judaism

The concept of God; revelation; the nature of humanity; Ultimate Meaning; Life after Death, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity.

Sikhism

The concept of God, the concept of the Guru; the nature of humanity; Ultimate Meaning; Reincarnation, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity.

Other

Humanist ideas of Life after Death; Ahimsa, forgiveness and issues of good and evil, different understandings of the origins of the universe and of humanity, etc.

Key Stage Three Programme of study

Knowledge, skills and understanding

Learning about religion. Pupils should be able to:

- 1a** investigate and explain why people belong to faith communities and explain the reasons for diversity in religion.
- 1e** discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.
- 1h** interpret a variety of forms of religious and spiritual expression.

Learning from religion. Pupils should be able to:

- 2a** reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas using reasoned arguments.
- 2e** express their own beliefs and ideas using a variety of forms of expression.

Breadth of study

Themes

- 3e** beliefs and concepts: the key ideas and questions of meaning in religions, including issues related to God, truth, the world, human life, and life after death.
- 3h** expressing spirituality: how and why human self understanding and experiences are expressed in a variety of forms.

Experiences and opportunities

- 3n** visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion.
- 3p** 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.
- 3q** using a range of forms of expression (e.g. art and design, music, dance, drama, writing. ICT) to communicate their ideas and responses creatively and thoughtfully.
- 3r** exploring the connections between religious education and other subject areas such as the arts, humanities, literature, science.

Expressing spirituality

Content

School schemes of work must include a study of the following areas

- 1 A study of at least one significant 'spiritual path' [life of a Buddhist monk] from each of Christianity and at least two other principal religions, and an analysis of how these ideas inform believers' lives.
- 2 A study of the role of 'place' [e.g. Church] and 'prayer' or 'meditation' from each of Christianity and at least two other principal religions, and an analysis of how these ideas inform believers' lives.
- 3 A study of the relationship between religion and art [e.g. iconography], literature and the humanities in the spiritual journey.

Examples

Christianity

Congregational worship; church; individual prayer; pilgrimage; the spiritual journey, religious artefacts/symbols and other aids.

Buddhism

Meditation; pagoda; pilgrimage; the spiritual journey, religious artefacts/symbols and other aids.

Hinduism

Puja; mandir; meditation; pilgrimage; the spiritual journey, religious artefacts/symbols and other aids.

Islam

Salah; mosque/masjid; Hajj; the spiritual journey, religious artefacts/symbols and other aids.

Judaism

Congregational worship; synagogue; prayer; the spiritual journey, religious artefacts/symbols and other aids.

Sikhism

Congregational worship; gurdwara; pilgrimage; the spiritual journey, religious artefacts/symbols and other aids.

Other

Zoroastrian worship [fire]; the Daoist sacred mountain, etc.

Key Stage Three Programme of study

Knowledge, skills and understanding

Learning about religion. Pupils should be able to:

- 1e** discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.
- 1g** interpret and evaluate a range of sources, texts and authorities, from a variety of contexts.

Learning from religion. Pupils should be able to:

- 2c** express insights into the significance and value of religion and other world views on human relationships personally, locally and globally.
- 2d** 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.
- 2e** express their own beliefs and ideas using a variety of forms of expression.

Breadth of study

Themes

- 3i** ethics and relationships: the questions and influences that inform people's ethical and moral choices, including forgiveness and issues of good and evil.
- 3j** rights and responsibilities: what religions say about human rights and responsibilities, social justice and citizenship.
- 3k** global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment.

Experiences and opportunities

- 3m** encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues.
- 3p** 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.
- 3q** using a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully

Ethics: relationships, rights and responsibilities

Content

School schemes of work must include a study of the following areas

- 1 A study of at least two significant ethical issues from each of Christianity and at least two other principal religions, and an analysis of how the issues raised affect believers' lives.
- 2 A study of the human rights and responsibilities, citizenship and 'ways of life', from each of Christianity and at least two other principal religions, and an analysis of how the issues raised affect believers' lives.
- 3 A study of how to evaluate the principles underlying ethical issues.

Examples

Christianity

Ethical issues such as: peace and conflict; wealth and poverty; the environment, human rights and responsibilities, etc

Buddhism

Ethical issues such as: peace and conflict; wealth and poverty; the environment, human rights and responsibilities, etc.

Hinduism

Ethical issues such as: peace and conflict; wealth and poverty; the environment, human rights and responsibilities, etc.

Islam

Ethical issues such as: peace and conflict; wealth and poverty; the environment, human rights and responsibilities, etc.

Judaism

Ethical issues such as: peace and conflict; wealth and poverty; the environment, human rights and responsibilities, etc.

Sikhism

Ethical issues such as: peace and conflict; wealth and poverty; the environment, human rights and responsibilities, etc.

Other

First Peoples' [e.g. Native Americans] approach to the environment, etc.

Key Stage Three Programme of study

Knowledge, skills and understanding

Learning about religion. Pupils should be able to:

- 1c** investigate and explain why people belong to faith communities and explain the reasons for diversity in religion.

Learning from religion. Pupils should be able to:

- 2b** reevaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.
- 2c** express insights into the significance and value of religion and other world views on human relationships personally, locally and globally.
- 2e** express their own beliefs and ideas using a variety of forms of expression.

Breadth of study

Themes

- 3j** rights and responsibilities: what religions say about human rights and responsibilities, social justice and citizenship.
- 3l** inter-faith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs.

Experiences and opportunities

- 3m** encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues.
- 3q** using a range of forms of expression (e.g. art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully.

Religion: its nature and development

Content

School schemes of work must include a study of the following areas

- 1 A study of the nature of religion [e.g. Smart's dimensions] per se; an explanation and analysis of the reasons for the diversity in religion.
- 2 A study of the at least one interaction between two of the principal religions [e.g. Israel/Palestine] and its impact on contemporary society.
- 3 A study of inter-faith dialogue.

Examples

Christianity

Beginnings and development: encounter with other religions, especially Judaism and Islam: variety of understanding of the relationship between Christianity and other religions.

Buddhism

Beginnings and development: encounter with other religions, especially Hinduism: variety of understanding of the relationship between Buddhism and other religions.

Hinduism

Beginnings and development: encounter with other religions: variety of understanding of the relationship between Hinduism and other religions.

Islam

Beginnings and development: encounter with other religions, especially Christianity: variety of understanding of the relationship between Islam and other religions.

Judaism

Beginnings and development: encounter with other religions, especially Christianity and Islam: variety of understanding of the relationship between Judaism and other religions.

Sikhism

Beginnings and development: encounter with other religions, especially Hinduism and Islam [e.g. Guru Tegh Bahadur]: variety of understanding of the relationship between Sikhism and other religions.

Other

Baha'i understanding of religion and inter-faith dialogue, etc.

Key Stage Four Programme of Study

The Education Reform Act 1988 set out to reinforce the position of RE in schools and colleges by making it part of the Basic Curriculum. Unlike all the subjects in the Basic Curriculum there is a statutory requirement for all pupils to be provided with a course of religious education in Key Stage Four (years 10-11). Schools must therefore provide religious education to every student in accordance with legal requirements.

Religious education is a statutory subject for all registered students, except those withdrawn by their parents. It is a requirement of this Agreed Syllabus that religious education must be taught through accredited qualifications so that each school must provide for all students aged 14-16, at least one course in religious education or religious studies leading to a qualification under Section 96.

Programme of study KS4

It is expected that all schools in the Authority will ensure that religious education is taught for all students aged 14-16 in at least one course in religious education or religious studies leading to a qualification approved under Section 96 of the Learning and Skills Act 2000. For the great majority of students this will involve a Short Course or Full Course in GCSE Religious Studies.

Religious education 16-19

Programme of study

The religious education provision for students aged 16-19 attending schools and colleges under School Regulations is designed to meet the aims of RE through the two attainment targets. The programme of study should build on learning opportunities and experiences gained in Key Stage Four.

Throughout their period of time in the sixth form students should be provided with the following learning opportunities and experiences:

- Investigate and evaluate the influence of religion upon a particular society, including the impact of individuals, the community and the religion's history and tradition.
- Investigate the application of moral and religious principles to particular issues in human life, at personal, national and international levels.
- Reflect upon and express views upon the place of religious belief and practice in contemporary society.
- Consider and express views on religious and secular approaches to meaning and purpose in life held by notable individuals and various groups.
- Evaluate a contemporary expression of religious belief with particular reference to a new religious movement in Britain or the wider world.
- Investigate and evaluate how religious and secular beliefs affect people's behaviour in the context of personal and social matters.

Methods of delivery

There are a number of differing ways in which religious education can be included in the 16-19 curriculum. Schools will need to decide which is the most appropriate way to deliver the programme of study. However, in implementing the requirements for RE in the 16-19 entitlement curriculum, the following principles should be considered:

- a. The method of delivering religious education should make a relevant contribution to the sixth form curriculum.
- b. The arrangements should be such that sixth formers themselves appreciate the positive contribution RE is making to their education.

It is possible to consider at least six models by which RE can be programmed into the sixth form curriculum.

- 1 A set period of time each week. This would be timetabled and students would follow a taught course.
- 2 Within an examination course, i.e. Religious Studies, Theology, General Studies at GCSE, A/S and A level.
- 3 As a module within a general or core course such as, General Studies or Humanities.
- 4 As a regular termly day or half-day conference covering a theme within the programme of study.
- 5 As a personal study with supported guidance. Students would produce coursework arising from a supported self-study.
- 6 As a certificated course such as, NVQ, or Diploma of Vocational Education.

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