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*RE has an important place in the curriculum of all schools. It provides a safe space for our young people to develop their understanding of all people, cultures, faith and beliefs and relationships.*

- **Jacque Osmund-Smith**, SACRE Chair

## The Aims of Religious Education

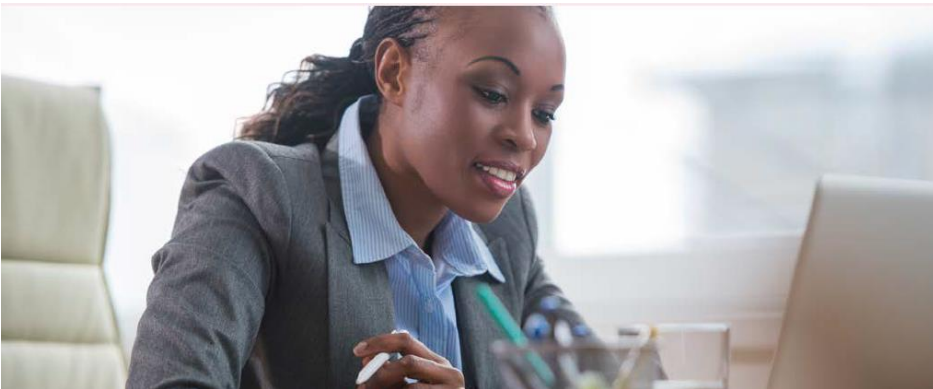
- ▶ To stimulate interest and enjoyment in Religious Education.
- ▶ To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- ▶ To encourage students to develop knowledge of the beliefs and practices of religions and worldviews; and informed opinions and an awareness of the implications of religion and worldviews for the individual, the community and the environment.
- ▶ To enable pupils to consider their own responses to questions about the meaning and purpose of life

“Religion” is not a native category. It is not a first person term of self-characterization. It is a category imposed from the outside on some aspect of native culture. It is the other, in these instances colonialists, who are solely responsible for the content of the term (*Relating Religion: Essays in the Study of Religion* (Chicago: University of Chicago Press, 2004). pp. 179-180).





## The Legal Background of RE



*We are proud to teach inclusive and plural RE, following the local Agreed Syllabus, to all our pupils, and to respect and affirm all the religions and worldviews represented in our community. We are happy to talk to parents about RE. We do not support selective withdrawals from RE.*

## Curriculum time

Age group	Suggested time
4–5s	36 hours per year (e.g. 50 minutes a week and / or some short sessions implemented through continuous provision)
5–7s	36 hours per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
11–14s	45 hours of tuition per year (e.g. an hour a week)
14–16s	5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
16–19s:	Allocation of time for RE for all should be clearly identifiable

## Programmes of Study

### Breadth of Study

It is expected that schemes of work for all Key Stages will:

- ▶ Ensure that Christianity is included.
- ▶ Ensure that other world religions (Buddhism, Hinduism, Islam, Judaism, Sikhism) are included, as follows:
  - ▶ Key Stage 1 - one other religion
  - ▶ Key Stage 2 - two other religions
  - ▶ Key Stage 3 - at least two other religions
  - ▶ Key Stage 4 - at least one other religion
  - ▶ Key Stage 5 (post 16) - relevant material is drawn from those religions felt most appropriate for the nature of the study
- ▶ Provide evidence of attention being given to those faiths represented in the community.
- ▶ Show how religious belief can be applied to life.
- ▶ This is the minimum requirement; many schools may wish to go beyond the minimum.



## Early Years/Foundation Stage

- ▶ *Who am I?*
- ▶ *Who is in the community?*
- ▶ *How do people look after each other in the community?*
- ▶ *What do people celebrate?*
- ▶ *Why do people celebrate?*
- ▶ *What do religious people celebrate?*
- ▶ *How are festivals celebrated by religious people?*
- ▶ *What are stories that religious people think are special?*



## Key Stage 1

- ▶ *What are the questions that puzzle us?*
- ▶ *How do religious and non-religious people begin to answer these questions?*
- ▶ *Why is respect important for everyone?*
- ▶ *How can we be more inclusive of people of different races, genders and religion and beliefs?*
- ▶ *What do religious people believe about God?*
- ▶ *How is God shown in the stories of creation?*
- ▶ *What responsibilities do people have for the world?*
- ▶ *What are symbols?*
- ▶ *Why are symbols important in life?*
- ▶ *What religious symbols do people use?*
- ▶ *Why are Scriptures important for religious people?*
- ▶ *What can different religious people learn from stories?*
- ▶ *Why can buildings be special to people?*
- ▶ *What do religious buildings look like in Telford and Wrekin?*
- ▶ *How are religious buildings used?*
- ▶ *Why are religious buildings important to believers?*

## Key Stage 2

- ▶ *Who is God?*
- ▶ *Why do people pray?*
- ▶ *Does a beautiful world mean there is a God?*
- ▶ *How are beliefs about God and the spiritual expressed through the arts?*
- ▶ *Why are people religious?*
- ▶ *What are the challenges of religious commitment?*
- ▶ *How do religious stories show that humans should care for others and the world?*
- ▶ *How can scriptures be used to share wisdom and shape the lives of believers?*
- ▶ *How can some religious people be seen as inspiring?*
- ▶ *Why do some people think Jesus is inspiring?*
- ▶ *Religious leaders in the local community and family*
- ▶ *Is life like a journey?*
- ▶ *How do religious people mark important stages of life?*
- ▶ *Why are festivals important to a community and a person's religious identity?*
- ▶ *Why are places of worship important to a community and a person's religious identity?*
- ▶ *What are the rules and values held by religious and non-religious people?*
- ▶ *What can we learn from the values of Christians, Humanists and others?*
- ▶ *Temptations: what can we learn from Christians and Muslims?*
- ▶ *What will make our community more respectful and inclusive to people of all races, genders and religions?*
- ▶ *How do people live their religions today? (E.g. The Five Pillars of Islam)*
- ▶ *How do religious charities show the values of their religion? (E.g. Christian Aid and Islamic Relief)*
- ▶ *Can religious charities change the world?*

## Key Stage 3

For each chosen religion and worldview at this key stage the following questions could be asked, as appropriate, recognising that there will be diversity in each religion / worldview that should be included:

- ▶ *Who is God and how does belief / non-belief in God influence a person's daily life?*
- ▶ *What are the central concepts / beliefs of the religion / worldview? How do these concepts provide structure and make sense of life? How are they expressed in worship and life?*
- ▶ *How does a believer worship? How does faith / non-belief affect the daily life of a believer?*
- ▶ *What are the guidelines of a religion? How are they expressed daily?*
- ▶ *What is the history of the religion / worldview?*
- ▶ *How diverse is the religion / worldview? How does this manifest itself in the daily lives of believers?*
- ▶ *What are the philosophical questions that religions / worldviews seek to answer and how do the belief systems seek to answer them?*
- ▶ *What place do sacred texts and religious leaders have in the religion / worldview? How are ethical / moral decisions made?*
- ▶ *Are there different ways of reading sacred texts? What are the different interpretations and how can they lead to different ways of expressing meaning?*
- ▶ *How are the expressive arts used to express meaning / show devotion in religions and worldviews?*
- ▶ *How do religions / worldviews and their adherents respond to issues in society (especially issues of equality, equity and threats to the environment)?*

## Key Stage 4

Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination RE groups should study:

- ▶ *Beliefs and practices of Christianity*
- ▶ *Beliefs and practices of one other religious tradition (Buddhism, Hinduism, Islam, Judaism or Sikhism)*
- ▶ *Elements of non-religious worldviews and other religious traditions as appropriate*

They should further study from religious and worldviews perspective:

- ▶ *Global issues and threats to the natural world - how can the natural world be protected and sustained?*
- ▶ *Equality: Why is it important for all people to be treated equally? How can an equitable world be found? Topics should be drawn from a range of social justice issues.*

## Key Stage 5

Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination RE groups should study at least two of the following topics (with reference to religious and non-religious worldviews as appropriate).

- ▶ *Racial Justice: How can racial equality be achieved for all?*
- ▶ *Gender and Sexuality: How can equality be achieved for all?*
- ▶ *Science and Religion: What is the relationship between science and religion?*
- ▶ *Environmental Ethics: What are environmental ethics and what can people learn from religious/non-religious approaches to environmental care?*
- ▶ *Religion and Culture: what is the interplay between religion and culture? Are they diametrically opposed or inextricably linked?*

## Implementation of the Aims / Assessment

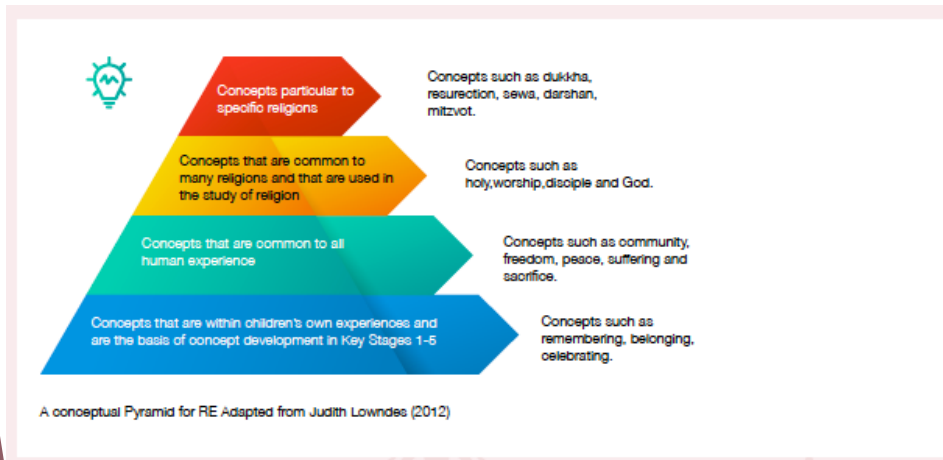
To enable these aims to be met across the Key Stages there will be a focus on developing four key areas:

*Concepts, Knowledge, Skills, Attitudes*





# Concepts



# Knowledge

Knowledge forms the basis for progress in RE. Crucial to progression in RE is that knowledge is seen to be valuable to the children and to the teacher. Within RE there can be a focus on two types of knowledge: substantive (the what) and disciplinary (the how) knowledge. The Telford & Wrekin Agreed Syllabus enables both to be developed throughout.

In terms of substantive knowledge, the development of such is reflected through the curriculum units of the Agreed Syllabus. In following the Agreed Syllabus pupils and schools will be able to evidence progression in substantive knowledge. An example of this progression with regard to Christianity is shown below.

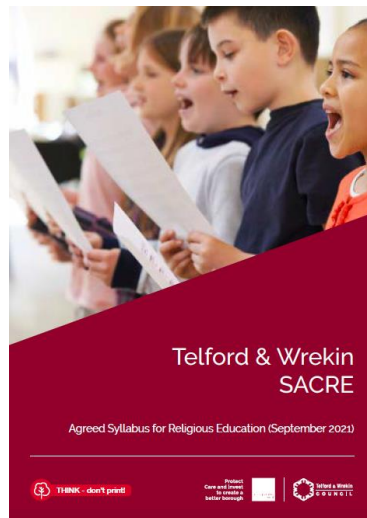
With regards to disciplinary knowledge RE can be seen to incorporate many disciplines in its study: theology, anthropology, sociology, psychology, history, and the list can go on. Within RE all of these disciplines coalesce into a subject which is grounded in academic disciplines, but at the same time reflects on peoples' experiences and most deeply held beliefs. The way that the Agreed Syllabus is structured will enable each of these disciplines to be employed at different times.

## A: Know about and understand

Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities

KEY STAGE 1	KEY STAGE 2	KEY STAGE 3
Recall and name different beliefs and practices	Describe features of the religions and worldviews	Explain ways that the history and culture of religions and worldviews influence individuals and communities
Find out meanings behind beliefs and practices	Reflect on features of the religions and worldviews	Appraise (discuss and argue) reasons why some people support and others question the influences of religions and worldviews on individuals and communities
	Make connections between different features of the religions and worldviews	Interpret and analyse the influence of religions and worldviews on individuals and communities

Promoting spiritual, moral, social and cultural development and British values through RE



Year Group	Unit A	Unit B	Unit C	Unit D
Y R	RE through play: a flexible ideas unit (many religions)	Who celebrates what and how? (Wedding, birthday, welcoming a new baby)	Festivals: how are they celebrated? (Christmas, Eid, Passover, Diwali)	Myself: Who am I?
Y1	Creation + Thanksgiving: How do we say 'thank you' for a beautiful world? (Jews and Christians)	Special stories: what can we learn?	I wonder... Questions that Puzzle Us	Finding out about Christian Churches
Y2	Respect for everyone: what does that mean?	Symbols of belonging: what can we learn? (Hindu, Muslim, Christian)	Holy words: Why do religious people love their scriptures?	Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin
Y3	Diwali: How and why is the festival celebrated and what does it mean?	Living in Harmony: Stories to show we care	Leaders and followers in Family Life (Jewish and Christian)	Is life like a journey? (Christian, Muslim, Hindu)
Y4	What can we learn from visiting sacred places? (Any two faiths)	Does a beautiful world mean there is a wonderful God? (Christian, non-religious)	Why do some people think Jesus is inspiring?	Keeping the 6 Pillars of Islam today
Y5	Temptation: What can we learn from Muslims and Christians?	Prayer: asking questions, and seeking answers.	Values: What can we learn from Christians and Humanists?	Christian Aid and Islamic Relief: Can they change the world?
Y6	Religion + the individual: Exploring commitment.	Words of Wisdom from Sikhs, Muslims and Christians	Expressing spiritual ideas and beliefs about God through the arts (Christian)	What will make our community more respectful? (Many religions + beliefs)

## Appendix 5: Agreed Syllabus and links with Understanding Christianity

<http://www.understandingchristianity.org.uk>

Please note: as the units of study in the revised syllabus remain largely unchanged, the previous matching of Understanding Christianity to the syllabus unit titles and key content displayed below remains relevant.

Concept	FS2	Y1/2	Y3/4	Y5/6	Y7/8/9
God		UC 1.1 What do Christians believe God is like?	UC 2a.5 What is the Trinity?	UC 2b.1 What does it mean if God is holy and loving? AB 22: Prayer: asking questions, and seeking answers	UC 3.1 If God is Trinity, what does that mean for Christians?
Creation	Creation UC F1 Why is the world 'out' so important to Christians?	UC 1.2 Who made the world? AB 5: Creation & Thanksgiving: How do we say 'Thank you' for a beautiful world?	UC 2a.1 What do Christians learn from the Creation story?	UC 2b.2 Creation and science: conflicting or complementary?	UC 3.2 Should Christians be 'greener' than everyone else? UC 3.3 Why are people good and bad?
Fall					
People of God			UC 2a.2 What is it like to follow God? AB 15: Leaders and followers in Family Life	UC 2b.3 How can following God bring freedom and justice? AB 23: Values: What can we learn from Christians & Humanists?	
Prophecy					UC 3.4 Does the world need prophets today?
Wisdom					UC 3.5 What do we learn when the gels 'speak'?
Incarnation	UC F2 Why do Christians perform nativity plays at Christmas? AB 3: Faithful: how are they celebrated?	UC 1.3 Why does Christmas matter to Christians?	UC 2a.3 What is the Trinity?	UC 2b.4 Was Jesus the Messiah?	UC 3.6 Why do Christians believe that Jesus is God on earth?
Gospel		UC 1.4 What is the good news that Jesus brings?	UC 2a.4 What kind of world did Jesus live in? AB 12: Why do some people think Jesus is 'messy'?	UC 2b.5 What would Jesus do? AB 25: Religion + the individual: Exploring	UC 3.7 What is so radical about Jesus?
Salvation	UC F3 Why do Christians put a cross in an Easter garden?	UC 1.5 Why does Easter matter to Christians? AB 7: I wonder... Questions that puzzle us	UC 2a.6 Why do Christians call the day Jesus died 'Good Friday'?	UC 2b.6 What did Jesus do to save humans? (FS) UC 2b.7 What difference does the resurrection make for Christians? (FS)	UC 3.8 Salvation unit (online)
Kingdom of God			UC 2a.8 What Jesus left, what was the impact of Pentecost?	UC 2b.8 What kind of king is Jesus? AB 26: Words of Wisdom from Sikhs, Muslims and Christians	UC 3.9 Kingdom of God (online)

Document source: Diocese of Lichfield