

The Staffordshire Agreed Syllabus for Religious Education Statutory Requirements



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Preface

This revised syllabus supersedes all previous versions and is issued for implementation in all relevant Staffordshire schools from September 2009.
(see 'What is Happening in Your School?' Page 26)

It takes account of the reviews of the national curriculum in both the primary and secondary phases as well as the Non-statutory National Framework for Religious Education (QCA 2004)

This document sets out the statutory requirements for religious education in Staffordshire. Guidance materials will be available separately to support the planning and assessment of challenging experiences for pupils.

Staffordshire SACRE is confident that this syllabus provides firm foundations for high quality teaching and hopes that it will inspire pupils of all ages in their lifelong learning.

Further information and guidance can be found at:

<http://education.staffordshire.gov.uk/Curriculum/Subjectareas/ReligiousEducation/>



“ A rabbi was walking down a road when he saw a man planting a tree. The rabbi asked him how many years it would take for the tree to bear fruit. The man answered that it would take seventy years. The rabbi asked, 'Are you so fit and strong that you expect to live that long and eat of its fruit?

The man answered, 'I found a fruitful world because my forefathers planted for me. So I will do the same for my children ”

A Jewish story from The Talmud'

“ When eating fruit, remember who planted the tree ”
Vietnamese proverb

Foreword



Keith Cackett, Deputy Director, Children & Lifelong Learning

I am pleased to introduce the Staffordshire Agreed Syllabus for Religious Education 2009.

Religious education is rightly awarded high status in the Local Authority and in its schools. It is an important discipline in its own right and also for the contribution it makes to other key aspects of young people's development. This is a time of change in all phases of the curriculum and Staffordshire's new syllabus draws on the best of new initiatives as well as on the strong traditions laid down by the previous document.

I am confident that the high standards attained in Staffordshire schools will continue to be supported by the framework outlined here. I would like to take this opportunity to thank all those involved in the review of the syllabus and in particular the members of Standing Advisory Council on Religious Education (SACRE) who give freely of their time to support pupils, teachers, parents and schools to reach their potential in this area of the curriculum.

“I am confident that the high standards attained in Staffordshire schools will continue to be supported by the framework outlined here”

“The syllabus has evolved over the years, taking account of new initiatives and drawing on the best of practice to provide a framework for rigorous but creative RE”



Michael Metcalf, Chair of SACRE

This new Agreed Syllabus for religious education represents a successful partnership between the Standing Advisory Council on Religious Education (SACRE),

Staffordshire schools, teachers and pupils. The syllabus has evolved over the years, taking account of new initiatives and drawing on the best of practice to provide a framework for rigorous but creative RE. In particular, due attention has been paid to the non-statutory National Framework for RE. The 2009 syllabus draws these threads together in a forward looking document which promotes the highest standards in religious education. Members of SACRE are pleased to endorse this syllabus.

Pupils receiving their entitlement will have the opportunity to explore issues and concepts using exciting and challenging methodology which promotes the qualities characteristic of a religiously educated individual.

We commend the Staffordshire Agreed Syllabus 2009 to local authority schools and trust that all our pupils will be encouraged to enquire, learn, explore and reflect in this most fascinating area of the curriculum.

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Curriculum Aims

Learning and undertaking activities in religious education contribute to achievement of the curriculum aims for all young people to become:

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

The importance of religious education

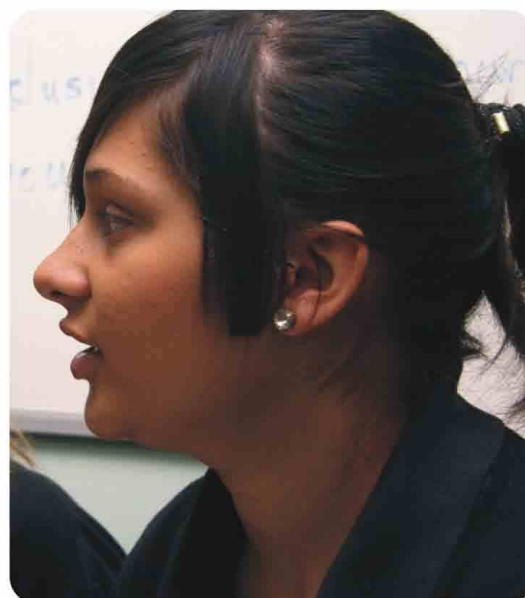
Why RE?

Religious education has been a legal entitlement for all pupils in state schools since 1944 and has retained that important position in the curriculum into the 21st century. Legislation aside, a knowledge and understanding of beliefs, insights and value systems has always been important for individuals, communities and society as a whole. Schools play an essential role in helping to prepare pupils for adult life by providing opportunities to learn about, understand and engage with the faiths, philosophies and values which underpin every aspect of private and public life in the modern world.

Why is RE important for the pupil?

Religious education provides the opportunity for pupils to reflect upon the world around them, to raise questions about the ultimate meaning and purpose of life and to consider what it means to be human. It plays a significant role in helping pupils to develop greater knowledge and understanding of the beliefs, insights and values fundamental to the lives of millions. Through knowledge, religious education enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. RE provides opportunities for personal reflection and spiritual development. It nurtures pupils' capacity to make informed judgements and choices for their own lives and develops skills essential for **successful learners**. RE allows young people to do this in a safe environment, to rehearse their skills and attitudes, beliefs and values in preparation for taking up their place in society. Skills developed in religious education enable pupils to make sense of the whole curriculum.

Successful Learners
Confident Individuals
Responsible Citizens



Why is RE important for the school?

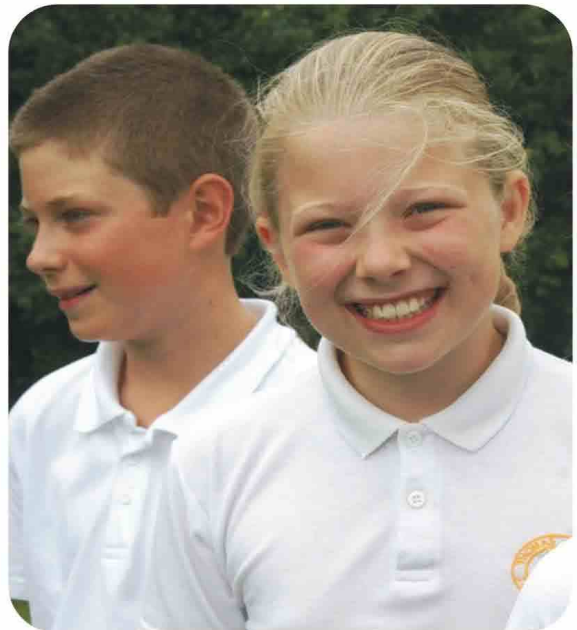
Religious education makes a unique contribution to the ethos of the school. The skills and attitudes developed in RE are at the heart of a thriving and cohesive community where young people are encouraged to have a positive sense of identity and belonging. Pupils ask questions and tackle issues of justice and fairness, right and wrong and learn to make informed judgments. They examine religious and secular responses to life's dilemmas and consider the implications of commitment to value systems for individuals and communities. Integral to RE is the understanding that, in a civilised society, difference can be celebrated when we also seek out and build on shared values and experiences. RE supports each pupil to reflect on their own identity as a unique human being and to make reasoned choices whilst at the same time respecting those of others. These qualities are essential to the development of a healthy community of **confident individuals**.

Why is RE important for the wider community?

Global, national and local events present challenges relating to beliefs, values and behaviours on a daily basis. Religious education in Staffordshire takes such issues and concepts as starting points for enquiry. Learning focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenge. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as **responsible citizens** in a diverse and global society. RE plays an important role in preparing pupils for their future, for employment and lifelong learning.

Why is RE important - personally and professionally?

When asked, pupils themselves value RE as an important discipline to prepare them for employment and society. They are aware that many jobs and professions draw on the skills and knowledge gained in RE and recognise its importance, for example, for those seeking to work in any area involving the public such as medicine, the law, social services, the police, the armed forces, education and management. In a shrinking world being religiously educated is also important in our social lives, in our relationships with friends and colleagues. Perhaps most of all, the ability to reflect on spiritual and moral issues in the light of the experience of the world's faiths and philosophies is central to our personal well-being. A religiously educated human being is a rounded human being.



What is the aim of religious education?

The broader aims of religious education are outlined in 'The importance of religious education' (page 6). In Staffordshire, the focused aim of religious education is to provide the opportunities and experiences which enable young people to become religiously educated for life in the 21st century.

What does it mean to be 'religiously educated'?

A religiously educated person would have a mature knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others.

In the Staffordshire Agreed Syllabus these qualities are identified in four broad categories.

Someone who is religiously educated would be:



Curious and inquisitive about life; not afraid to ask the big questions; aware of philosophical and ethical issues
(Issues/*Questions*)



Well informed about religious and non-religious responses to ultimate questions; knowledgeable about faiths, practices and philosophies (Religion/*Content*)



Aware of, and able to demonstrate an understanding of the impact of belief on actions; able to interpret the ways in which beliefs, spiritual insights and values are expressed by individuals or groups (Meaning/*Exploration*)



Able to demonstrate respect for the faiths and philosophies of others; confident in expressing their own views while reflecting on the beliefs, spiritual insights and values of others
(Lifestance/*Reflection*)



These qualities underpin the aims and processes of the Staffordshire Agreed Syllabus.

How can teachers recognise progress in religious education?

Pupils have an entitlement to religious education throughout their school career. This entitlement should include the opportunities, experiences and challenges which engage young people in the learning process.

As part of that learning process, pupils should have clear goals to aim for. They should also be supported on their learning journey by **milestones** which indicate progress. Here, the milestones take the form of level descriptions.

The use of levels and of assessment for learning support both teacher and learner on their journey of discovery. A system of levels consistent with those used in other subject areas of the curriculum is included here. The levels support and promote the development of the four qualities which identify a religiously educated person.

The levels should be used by teachers as a tool:

to identify the appropriate pitch or level for the age and ability of their pupils;

to devise questions or lines of enquiry which are both challenging and engaging on which to base a wide range of stimulating and creative activities;

to support regular feedback, peer and self-assessment and to aid decisions on the action that teachers and pupils might take to stretch themselves further;

to give a summary of attainment which will consolidate progress to date and act as a platform from which to move forward at appropriate points on the learning journey.

Teachers will be expected to comply with current legislation with regard to the reporting of progress and attainment in religious education.

INFORMATION

Further advice on the use of the level descriptions, including assessment, recording and reporting, can be found in the guidance materials supporting the Agreed Syllabus.

INFORMATION





The Performance Description (P) levels and detailed advice on differentiating the RE curriculum for pupils with learning difficulties are to be found in the guidance materials supporting the Agreed Syllabus.

Milestones on the Religious Education Journey





The Attainment Target for RE

KEY





The level descriptions can be used as a whole to provide an overview of attainment. Within the descriptor, the statements can be used to identify progress in the four qualities central to the Staffordshire process. For each level a key stage or key stages are identified. These indicate the expected range of attainment for the majority of pupils.

-  Issues/Questions
-  Religion/Content
-  Meaning/Exploration
-  Lifesance/Reflection





LEVEL 1 – KS1

-  Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.
-  Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers.
-  They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.
-  Pupils talk about their own experiences and feelings, what they find interesting, puzzling or of value.





LEVEL 2 – KS1/KS2

-  Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.
-  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, including key questions raised by believers.
-  Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.
-  Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. In relation to matters of right and wrong, they can identify their own values and those of others.





LEVEL 3 – KS1/KS2/KS3

-  Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.
-  Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices 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.
-  Pupils identify what influences their values and choices, making links between aspects of their own and others' experiences.





LEVEL 4 – KS2/KS3

-  Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.
-  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 explore and explain meanings for a range of forms of religious expression.
-  They apply their ideas about identity and commitment to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices.





LEVEL 5 – KS2/KS3/KS4

-  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 and making clear connections between personal viewpoints and action.
-  Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They explain why people belong to religions. They demonstrate 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.
-  They explain what inspires and influences them, expressing their own and others' views on the challenges of commitment. They identify the consequences for themselves and for others of holding particular beliefs and values.





LEVEL 6 – KS3/KS4

-  Pupils use reasoning and examples to explore 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.
-  Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for the diversity of responses to world issues 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.
-  Focusing on values and commitments, they consider their own responses to the challenges of the contemporary world whilst taking account of the views and experiences of others.





LEVEL 7 – KS3/KS4

-  Pupils identify, and articulate critical responses to, questions of meaning, purpose and truth and ethical issues.
-  Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs by analysing issues, values and questions of meaning and truth in a faith context. 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.
-  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 and in the context of their own experience.

LEVEL 8 – KS4/Post 16

-  Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments.
-  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.
-  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 – KS4/Post 16

-  Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments.
-  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 significance 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.
-  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.



Key Processes

How should RE be planned?

Units of work should be planned to develop the four qualities of a religiously educated person and to allow for regular review of pupils' progress.

This would normally, but not exclusively, mean that planning would follow the RE process:

- Exploring the issue or concept, setting the context, asking the questions and finding out what pupils already know (**Issues: Questions**)
- Establishing new knowledge, getting to grips with the content, finding out about the what, when, where and how of particular religious traditions and of religious or philosophical responses to the issues (**Religion: Content**)
- Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, understanding why people respond to life as they do (**Meaning: Exploration**)
- Reflecting on the concept, on the responses from religious and philosophical traditions and setting this in the context of personal views and experiences (**Lifstance: Reflection**)

The process is designed to support and promote the qualities identified as characteristic of a religiously educated person. Using the process, teachers and pupils can identify the progress they have made against the milestones provided by the RE level descriptions.

The four qualities are identified in and developed through the process. This reflects the approach to learning used by teachers in any area of the curriculum.

The RE process

Teachers should exemplify this process in every unit of work. The four qualities will therefore be revisited in every RE experience, giving pupils the opportunity to practise and make progress on a regular basis.



What Should be Taught?

Key Concepts

The development of a religiously educated person has to take place in a context, using concepts and content to explore responses and to reflect on outcomes.

An exploration of key concepts will give pupils the building blocks with which to construct their understanding of belief systems, and the context in which to develop the attributes of the religiously educated person.

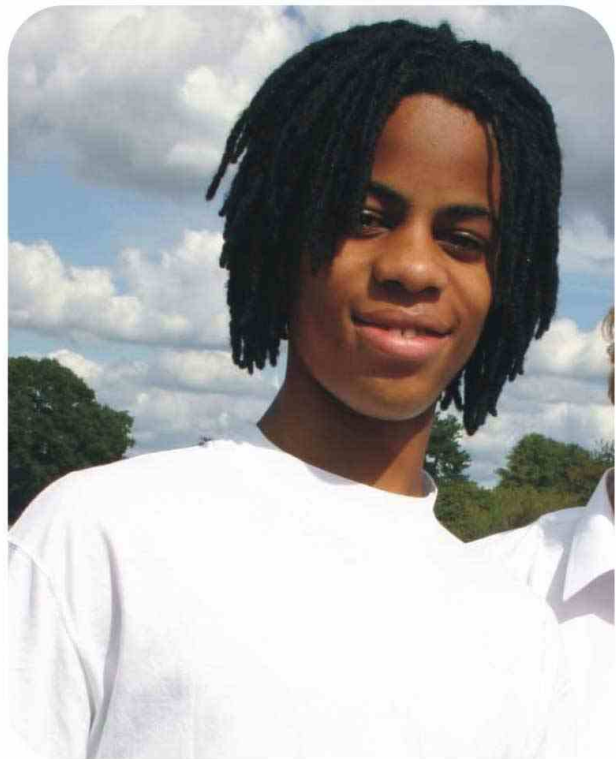
Six broad categories are used to identify the concepts.

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

The programmes of learning identify a number of curriculum opportunities in relation to each of these concepts to give structure to the planning process.

Pupils are entitled to experience these opportunities and they should be the starting point for planning. They provide the basis for formulating challenging and stimulating questions which engage pupils in the RE process.

The programmes of learning focus on religious experience. When units of work are planned using the Staffordshire process it is expected that secular world views and philosophies will usually although not exclusively be discussed and explored, compared and contrasted as part of *Issues/Questions* and *Lifestance/Reflection*.



Range and Content

In the **Early Years Foundation Stage** pupils should have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. When choosing examples to explain, teachers should bear in mind the fact that the religious traditions in Great Britain are, in the main, Christian whilst taking into account the other principal religions.

Giving young children familiarity with the major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world around us and provides a structure in which to develop their learning at a later stage.

INFORMATION

Further advice on the range and content for the Early Years Foundation Stage can be found in the guidance materials supporting the Agreed Syllabus.

At all other key stages schools should focus on Christianity and two other faiths to illustrate the key concepts being studied. In choosing their focus faiths, schools should take account of the religious profile of the school and the local community as well as national and international issues.

Schools may also draw on examples from other major faiths where examples of belief and practice better illustrate the concept being investigated.

At some point in each key stage pupils should have the opportunity to demonstrate their knowledge and understanding of Christianity and their two focus faiths in a systematic way. They should take time to review their learning about the other major faiths in a similar way.

Pupils should develop awareness of secular world views as appropriate, for example humanism and atheism.

Schools may, if they choose, draw examples from other faith perspectives to raise awareness of the diversity of religion, for example Baha'i, Jainism, Rastafari, Zoroastrianism (Parsis).

Curriculum Opportunities

Implementing the RE Process

The curriculum opportunities in the programmes of learning focus on religious experience. Each statement should be approached in the context of the Staffordshire process.

While specifically religious material will usually be investigated through Religion/*Content* and Meaning/*Exploration*, secular world views and philosophical perspectives should be an integral part of Issues/*Questions* and Lifesance/*Reflection*. The process (see 'Key Processes' page 13) should not, however, create artificial barriers and teachers are free to move between religious and secular viewpoints as appropriate.

Pupils should have opportunities, as appropriate, to:

- encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues
- visit places of religious significance
- use ICT to enhance understanding
- discuss, question and evaluate important issues in religion and philosophy including ultimate questions and ethical issues
- reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments
- use a range of forms of expression to communicate their arguments
- explore the connection between RE and other curriculum areas





Programmes of Learning

Early Years Foundation Stage • Reception/Key Stage 1
Key Stage 2 • Key Stage 3 • Key Stage 4 • Post 16

Early Years Foundation Stage

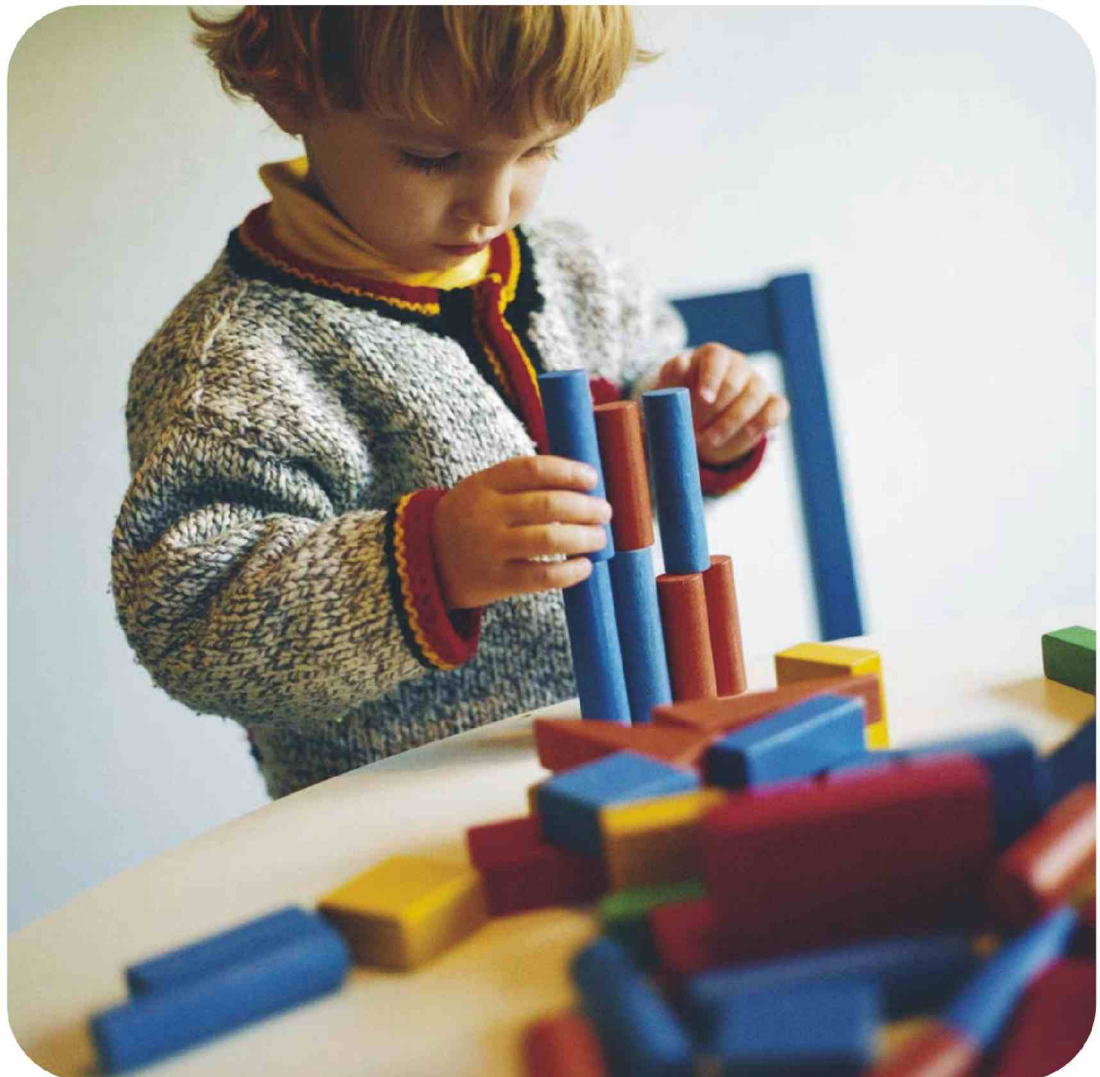
Religious education is an entitlement for all registered pupils, aged 4 to 19.

Children in Nursery classes and other early years' settings are not subject to the requirements of the locally agreed syllabus but they are required to cover the religious and spiritual aspects of the Early Years Foundation Stage. Practitioners will find much in the Staffordshire Agreed Syllabus which supports them in enabling children to meet these sections of the early learning goals.







In Reception classes both the Staffordshire Agreed Syllabus and the Early Years Foundation Stage apply. Criteria for both can be integrated.

INFORMATION

Further advice on religious education and spiritual development in the Early Years Foundation Stage can be found in the guidance materials supporting the Agreed Syllabus.









Reception/Key Stage 1

| Key Concepts | Curriculum Opportunities Pupils should have the opportunity to... | | |
|---|--|---|--|
|  Beliefs teachings and sources | Engage with stories and extracts from religious literature and talk about their meanings 1.1a | Explore stories about the lives and teachings of key religious figures 1.1b | Find out about ways in which sacred texts are regarded, read and handled by believers 1.1c |
|  Practices and ways of life | Find out about how and when people worship and ask questions about why this is important to believers 1.2a | Explore the preparations for and find out about the celebration of festivals 1.2b | Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c |
|  Expressing meaning | Explore as appropriate the special nature of artefacts used in worship 1.3a | Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b | Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c |
|  Identity diversity and belonging | Hear and respond to stories about belonging and relating to religious communities 1.4a | Identify and ask questions about customs associated with particular religious communities 1.4b | Find out about ceremonies in which special moments in the life cycle are marked 1.4c |
|  Meaning purpose and truth | Ask and respond imaginatively to questions about things that are interesting or puzzling in the world 1.5a | Listen to and ask questions about stories of individuals and their relationship with God 1.5b | Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c |
|  Values and commitments | Listen and respond to stories highlighting the morals and values of believers in practice 1.6a | Listen to examples of care and concern shown by believers and religious communities and explore reasons for these actions 1.6b | Explore stories from religious traditions and find out about attitudes to the natural world 1.6c |







INFORMATION

Detailed advice on planning for Reception classes linking RE with Early Years Foundation Stage requirements can be found in the guidance materials supporting the Agreed Syllabus.

Key Stage 2

| Key Concepts | Curriculum Opportunities Pupils should have the opportunity to... | | | |
|---|--|---|---|--|
|  <p>Beliefs teachings and sources</p> | <p>Find out about the origins of sacred writings and consider their importance for believers today</p> <p style="text-align: right;">2.1a</p> | <p>Identify a variety of forms of literature found in sacred books and investigate a range of religious teachings</p> <p style="text-align: right;">2.1b</p> | <p>Enter imaginatively into the life of key religious figures and make links with teachings and practices of special significance to followers</p> <p style="text-align: right;">2.1c</p> | <p>Consider the meaning of a wide range of stories about the beginnings of the world and ask questions about their importance for believers</p> <p style="text-align: right;">2.1d</p> |
|  <p>Practices and ways of life</p> | <p>Compare and contrast the practice of religion in the home in different religious communities</p> <p style="text-align: right;">2.2a</p> | <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p> <p style="text-align: right;">2.2b</p> | <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences</p> <p style="text-align: right;">2.2c</p> | <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action</p> <p style="text-align: right;">2.2d</p> |
|  <p>Expressing meaning</p> | <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers</p> <p style="text-align: right;">2.3a</p> | <p>Reflect imaginatively on the meaning of stories drawn from religious sources and explore the significance of key words, phrases or expressions</p> <p style="text-align: right;">2.3b</p> | <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p> <p style="text-align: right;">2.3c</p> | <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p> <p style="text-align: right;">2.3d</p> |
|  <p>Identity diversity and belonging</p> | <p>Explore the diversity of a range of religious traditions and identify similarities and differences</p> <p style="text-align: right;">2.4a</p> | <p>Find out about the activities of a local religious community and make links with key religious teachings</p> <p style="text-align: right;">2.4b</p> | <p>Research some key events in the development of a religious tradition and explain the impact on believers today</p> <p style="text-align: right;">2.4c</p> | <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked</p> <p style="text-align: right;">2.4d</p> |
|  <p>Meaning purpose and truth</p> | <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p> <p style="text-align: right;">2.5a</p> | <p>Investigate and talk about a range of religious responses to suffering, hardship and death</p> <p style="text-align: right;">2.5b</p> | <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p> <p style="text-align: right;">2.5c</p> | <p>Make links between beliefs and action and show how this might have local, national and international impact</p> <p style="text-align: right;">2.5d</p> |
|  <p>Values and commitments</p> | <p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers</p> <p style="text-align: right;">2.6a</p> | <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p> <p style="text-align: right;">2.6b</p> | <p>Talk to a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p> <p style="text-align: right;">2.6c</p> | <p>Explore religious stories and teachings about the environment and identify their impact on behaviour</p> <p style="text-align: right;">2.6d</p> |

Key Stage 3

| Key Concepts | Curriculum Opportunities Pupils should have the opportunity to... | | |
|---|---|---|---|
|  <p>Beliefs teachings and sources</p> | <p>Consider different possible interpretations for a range of sacred writings and religious teachings and explain their impact on individuals and communities</p> <p>3.1a</p> | <p>Evaluate the contribution made to communities and societies by different religious leaders</p> <p>3.1b</p> | <p>Apply the teachings of key religious figures to contemporary moral and ethical issues</p> <p>3.1c</p> |
|  <p>Practices and ways of life</p> | <p>Analyse the significance of shared activities for individual believers and religious communities</p> <p>3.2a</p> | <p>Explore celebrations and commemorations which can both unite and divide believers and suggest reasons for this</p> <p>3.2b</p> | <p>Evaluate the impact of beliefs on behaviour and explore the consequences for individuals and communities</p> <p>3.2c</p> |
|  <p>Expressing meaning</p> | <p>Compare and contrast the use of symbolism in worship and analyse its effectiveness for believers.</p> <p>3.3a</p> | <p>Investigate the symbolism of celebration and commemoration and evaluate its effectiveness in expressing what is important to religious communities</p> <p>3.3b</p> | <p>Identify a range of key sources for religious communities and make connections between interpretation and action</p> <p>3.3c</p> |
|  <p>Identity diversity and belonging</p> | <p>Explain why people belong to religions and analyse the impact this has on individuals and communities</p> <p>3.4a</p> | <p>Compare and contrast key religious practices and explain why there is diversity within and between faiths</p> <p>3.4b</p> | <p>Analyse the impact of religious diversity on communities and apply religious teaching to issues of tolerance and harmony</p> <p>3.4c</p> |
|  <p>Meaning purpose and truth</p> | <p>Demonstrate how believers use religious sources to provide answers when considering questions of meaning, purpose and truth</p> <p>3.5a</p> | <p>Analyse and compare the evidence and arguments used when considering the nature and existence of God</p> <p>3.5b</p> | <p>Evaluate the relationship between science and religion</p> <p>3.5c</p> |
|  <p>Values and commitments</p> | <p>Investigate the responsibility and explain the challenge of carrying on a religious tradition</p> <p>3.6a</p> | <p>Make clear connections between religious beliefs, teachings and actions</p> <p>3.6b</p> | <p>Apply a range of beliefs and values to current issues and questions and analyse the impact on choices and behaviour</p> <p>3.6c</p> |

Key Stage 4

At Key Stage 4 all pupils should follow as a basis an accredited specification (from a recognised examination board) in Religious Studies. Schools should provide reasonable time for pupils to complete this and if appropriate, to attain an external qualification.

This may be Full Course, Short Course or Entry Level Religious Studies. Schools wishing to base this provision on any other specification, for example Humanities or Citizenship, must take advice from SACRE.







In keeping with the aim of religious education and the underlying principles of the Staffordshire Agreed Syllabus **pupils must have the opportunity to study Christianity and to draw examples from at least one other faith.**

The decision to enter pupils for an examination at the end of the course is at schools' discretion.



Post 16

A programme of study is included here for students who are not pursuing an examination course. Schools are encouraged to use creative approaches to entitlement RE at this stage.

| Key Concepts | Curriculum Opportunities Pupils should have the opportunity to... | |
|---|--|---|
|  Beliefs teachings and sources | <p>Critically evaluate the influence and authority of sacred literature for believers today</p> <p style="text-align: right;">5.1a</p> | <p>Explain the impact of belief on the achievements of significant religious figures and evaluate their influence on historical and contemporary issues</p> <p style="text-align: right;">5.1b</p> |
|  Practices and ways of life | <p>Analyse the way in which belief and practice support and sustain individuals and communities using contemporary examples</p> <p style="text-align: right;">5.2a</p> | <p>Present evidence for differing interpretations of religious sources and analyse the impact on individual conscience and social change</p> <p style="text-align: right;">5.2b</p> |
|  Expressing meaning | <p>Investigate and interpret the significance and function of a variety of forms of religious, spiritual and moral expression</p> <p style="text-align: right;">5.3a</p> | <p>Present a detailed analysis of key religious sources and evaluate a range of interpretations</p> <p style="text-align: right;">5.3b</p> |
|  Identity diversity and belonging | <p>Reflect critically on the advantages and disadvantages of inheriting a religious tradition and account for the changing impact of religion and beliefs on community and society over time</p> <p style="text-align: right;">5.4a</p> | <p>Reflect critically on the variety of practice within and between faith groups and investigate issues which unite and divide religious traditions</p> <p style="text-align: right;">5.4b</p> |
|  Meaning purpose and truth | <p>Research and analyse responses to philosophical and paradoxical questions from a range of faith perspectives</p> <p style="text-align: right;">5.5a</p> | <p>Investigate and interpret a variety of religious and spiritual experience and account for differing responses and impact</p> <p style="text-align: right;">5.5b</p> |
|  Values and commitments | <p>Investigate ways in which religious communities help their members respond positively to life's dilemmas</p> <p style="text-align: right;">5.6a</p> | <p>Raise questions about contemporary personal, moral and social issues and analyse the variety of religious response</p> <p style="text-align: right;">5.6b</p> |

INFORMATION

Further advice on creative approaches to entitlement RE Post 16 can be found in the guidance materials supporting the Agreed Syllabus.

Legal Framework

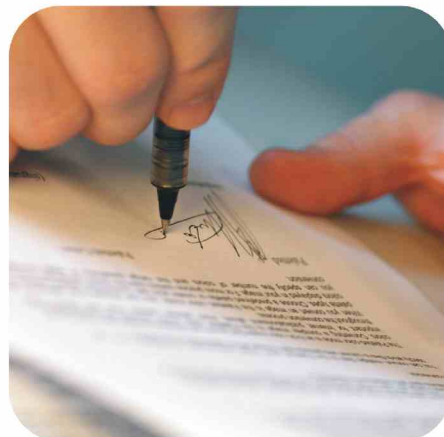
Religious education in Staffordshire schools

Government Aims

The Education Reform Act 2002 sets out the central aims for the school curriculum. These are:

- to promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- to prepare learners at the school for the opportunities, responsibilities and experiences of adult life

Religious education makes an important, although not exclusive, contribution to these key aspects of the curriculum



The Legal Framework

The position of religious education in the school curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of 1996 and the School Standards and Framework Act of 1998.

Key points in the legislation are:

- Religious education is part of the basic curriculum which all maintained schools are required to provide for their registered pupils. It is the duty of the headteacher to ensure that this is the case. [The School Standards and Framework Act 1998 Schedule 19]
- Religious education is an entitlement for all pupils, including pupils in reception and sixth forms. [The School Standards and Framework Act 1998 Schedule 19]
- The Agreed Syllabus 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 the other principal religions represented in Great Britain. [Section 375 Education Act 1996]
- All LAs are required to establish a Standing Advisory Council on Religious Education (SACRE). This Council has the duty of advising the LA on such aspects of Religious Education as methods of teaching, choice of materials and the provision of training for teachers. It may also require a review of an Agreed Syllabus. [Section 390 Education Act 1996]
- The SACRE may, in certain instances, be delegated the duty of considering and disposing of any complaints that an LEA or school governing body is in default of its duties with respect to the provision of religious education. [Section 409 Education Act 1996]
- Parents retain the right to withdraw their children from religious education [Section 386 Education Act 1996]

Legal Framework

In Staffordshire, schools that are required to follow the Agreed Syllabus are deemed to be meeting their statutory duties when:

- Religious Education is planned and taught in such a way as to ensure pupils' entitlement to the learning experiences set out in the programme of learning for each key stage
- The levelled scale 'Milestones on the Religious Education Journey: An Attainment Target for RE ' is used to set the pitch of pupils' experiences and to promote assessment for learning
- Reasonable time is made available for the study of RE. The guidelines can be found below.
- Pupils at Key Stage 4 study Christianity and at least **one** other faith
- At all other key stages schools focus on the teaching of Christianity and two other faiths, whilst making pupils aware of the existence and, where possible, the broad perspectives of other faiths.

In addition, although not part of the legal requirement, the Standing Advisory Council on Religious Education (SACRE) strongly recommends that:

- The table below is used as a guideline for time allocation for religious education.

| | |
|-----------------------|--|
| Reception/Key Stage 1 | 36 hours per year |
| Key Stage 2 | 45 hours per year |
| Key Stage 3 | 45 hours per year |
| Key Stage 4 | 40 hours per year |
| Post 16 | sufficient time to ensure pupils' entitlement to study at least four of the concepts in the Programme of Learning |

- sufficient evidence of pupils' achievement is recorded to allow for an overall 'best fit' level to be assigned to each pupil at the end of each year
- on transfer from key stage to key stage or school to school, teachers are able to provide the following information:

a long term plan identifying how the programme of learning has been delivered during the key stage and a best fit level for each pupil

What is Happening in Your School?

What does the law require?

RE should be provided as part of the basic curriculum for all registered pupils attending a maintained school. Parents have the right to withdraw their children from all or part of RE, and are not obliged to state their reasons for withdrawal. The 1998 School Standards and Framework Act (the 1998 Act) defined new categories of maintained schools; the rules about the provision of RE differ in some categories, as follows:

Community Schools, including some of the old 'County' schools. RE should be taught according to the Agreed Syllabus of the LA.

Foundation Schools, including some of the old 'County' schools and old 'Voluntary Controlled' schools which had become grant maintained. RE is taught according to the local Agreed Syllabus, unless the schools are of a religious character, in which case their RE is characterised by their Trust Deed.

Voluntary Aided Schools are those schools originally founded by voluntary bodies, but aided from public funds. RE should be taught according to their Trust Deed.

Voluntary Controlled Schools were originally founded by voluntary bodies, but are now controlled and entirely funded by the LA. RE should be taught according to the local Agreed Syllabus, but parents may request that RE should be provided in accordance with the Trust Deed.

Special Schools should provide RE for all their pupils as far as practicable, according to the status of the school.

City Technology Colleges are independent schools; however, as a condition of grant, they are required to make provision for RE which is broadly in line with community schools.

Academies are independent schools. Apart from the expectation that RE is provided as part of a broad and balanced curriculum, there is no specification regarding the provision of pupils' entitlement to RE. 'Faith' Academies must consider all applications for places, according to the DCSF Code of Practice, but preference may be given to applicants of the particular faith.

Schools with Sixth Forms must provide RE for all pupils in the sixth form in accordance with the requirements of the Agreed Syllabus.

Sixth Form Colleges and **Further Education Colleges** should provide RE for all students who wish to receive it.



Notes

