

Devon Agreed Syllabus for Religious Education 2014

Dedication

This syllabus is dedicated to the memory of Terence Copley; Professor of Religious Education at the University of Exeter 1997 - 2007. His example as a teacher and his prolific output as a writer continue to inspire us.

Purpose of Study

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. *(ncfre non-statutory framework 2013)*

RE: A legal requirement

RE is a statutory subject of the school curriculum of maintained schools. Academies and free schools are contractually required through the terms of their funding to make provision for the teaching of RE to all pupils on the school roll.

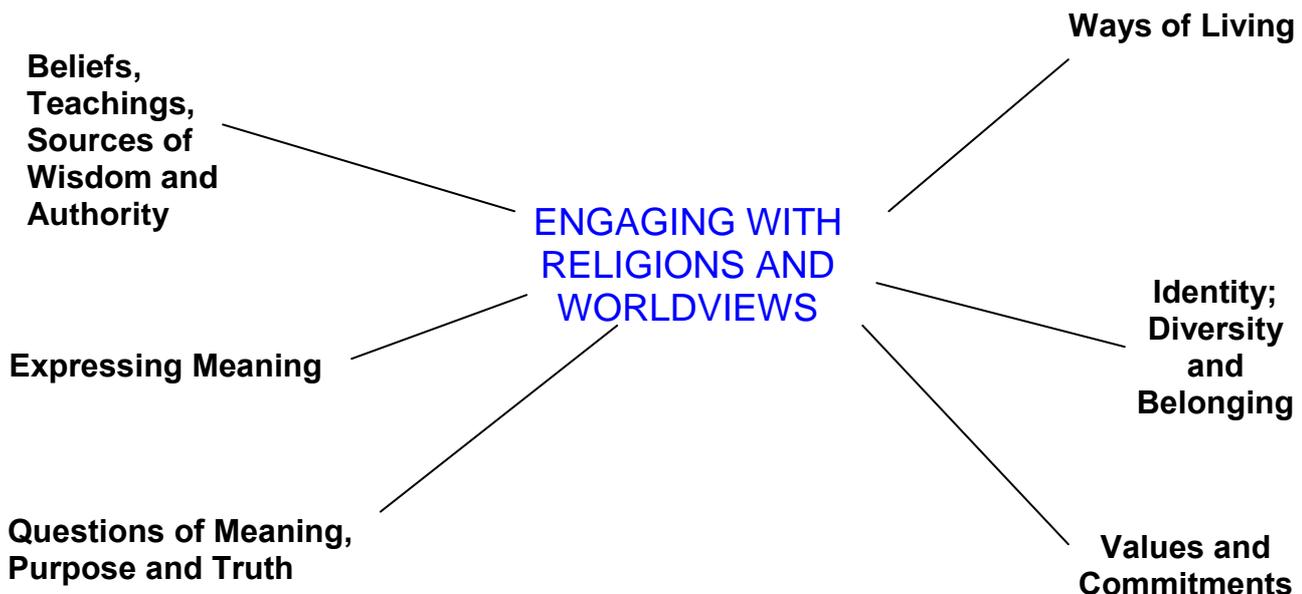
The law requires that local authority RE agreed syllabuses and RE syllabuses used in academies that are not designated with a religious character 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. This means that from the ages of 5 to 19 pupils in schools learn about diverse religions and world views including Christianity and the other principal religions. (In this agreed syllabus the principal religions are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism.) All schools need to recognise the diversity of the UK and the importance of learning about its religions and world views, including those with a significant local presence.

It is recommended that Religious Education should be given 5% of curriculum time. V.A. and V.C. schools are subject to a statement of entitlement to which they are required to adhere.

Attainment target

Engaging with Religion and Worldviews.

This syllabus directs that through this 'engagement' pupils will *"learn about"* and *"learn from"* religions and worldviews.



The attainment target Engaging with Religions and Worldviews brings together the two commonly used attainment targets: Learning about Religion (AT1) and Learning from Religion (AT2). "Engaging with" involves both learning about (investigating, describing, explaining) and from (responding, analysing, evaluating) religions and worldviews and provides important balance in RE.

Attainment in RE

This syllabus is designed to be used in conjunction with the established 8 level scale with which teachers and pupils are familiar (See appendix 2).

It is recognised that schools are having to review assessment, recording and reporting procedures and for this reason the use of levels in association with this syllabus will be kept under review. As schools develop new approaches to judging progress, further advice and guidance will be made available. Many subject areas are experimenting with the introduction of age-related assessment systems, focusing on the demonstration of knowledge and understanding relating to specific concepts. The idea of "secondary-ready" (at, above or below) is gaining some acceptance. However, at the time of writing, there is no clear consensus across schools and subject areas.

Subject content

Foundation Stage

The foundation stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5 years. Religious education is statutory for all registered pupils on the school roll.

During the foundation stage, children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Key stage 1

At key stage 1 pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

At key stage 1 pupils should study Christianity, one other religion and consider other worldviews.

Key stage 2

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

At key stage 2 children study, in a more systematic way Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.

Key Stage 3

At key stage 3 pupils revisit prior learning in RE, applying their learning to the key themes being studied. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They consider how the media portray religion in the modern world. They develop their evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues. They reflect on the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also the tensions that exist within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

At key stage 3, pupils extend their understanding of Christianity plus THREE religions from Buddhism, Hinduism, Islam, Judaism, Sikhism and a range of non-religious worldviews in local, national and global contexts.

Religious Education 14-19

Unlike other national curriculum areas, Religious education remains a statutory requirement for all pupils at this stage. Pupils have an entitlement to accredited courses and sufficient time should be available to meet the guided learning hours requirement of courses provided.

Appendix 1

Programmes of Study

Foundation Stage

The foundation stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5 years. Religious education is statutory for all registered pupils on the school roll.

During the foundation stage, children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration. Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

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 seven areas of learning identified in these goals are:

Prime Areas

- personal, social and emotional development
- physical development
- communication and language

The four specific areas

(through which the three prime areas are strengthened and applied)

- literacy
- mathematics
- understanding the world
- expressive arts and design

Religious education can make an active contribution to all of these areas but has a particularly important contribution to make to the following goals.

Personal, social and emotional development:

Self-confidence and self-esteem

Examples of what children could do in RE:

- Respond to significant experiences showing a range of feelings when appropriate.
- Children reflect upon their own feelings and experiences in some stories from religious traditions and explore them in different ways.
- Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.

- 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.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Children visit local places of worship and talk about why they are important for some people.

Personal, social and emotional development

Examples of what children could do in RE:

- Making relationships and behaviour and self-control
- Work as part of group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Using story from a religious tradition as a source, children talk about their ideas of what is fair and unfair, and how to behave towards each other.
- Think about issues of right and wrong and why.
- Consider the consequences of their words and actions for themselves and others.
- Using story as a stimulus, children reflect upon the words and actions of characters in the story and decide what they would have done in a similar situation. Children also learn about the consequences of their actions through play.

Sense of community

Examples of what children could do in RE:

- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Using religious artefacts as a stimulus, children handle sensitively a religious object and talk about why it might be special for some people, showing respect.

Communication and language

Examples of what children could do in RE:

- Listen with enjoyment and respond to stories, songs and other music rhymes and poems and make up their own stories, songs, rhymes and poems.
- Using stories and songs from religion as a stimulus, children ask questions about things they find interesting or puzzling.
- Extend their vocabulary, exploring the meaning and sounds of new words
- Having visited a local place of worship, children learn new words associated with the place, showing respect.
- Using language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration.
- Retell narratives in the correct sequence, drawing on language patterns of stories.
- Children identify and talk about the sequence of events in a story about love and forgiveness.

Understanding the World

Examples of what children could do in RE:

- Investigate objects and materials by using all of their senses as appropriate. Exploration and investigation
- Find out about and identify some features of living things, objects and events they observe.
- Using religious artefacts as a stimulus, children think about uses and meanings associated with the artefact.
- Visit a place of worship and explore different methods / explore relevant foods using senses
- Use ICT to support their learning.
- Using appropriate software children find out about special events in religious traditions
- Sense of time
- Investigate past and present events in their own lives, and in those of their families and other people they know.
- Children talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony.
- Sense of place
- Explore their environment and talk about those features they like and dislike.
- Using stories from religious traditions as a stimulus, children talk about the importance of valuing and looking after the environment.
- Cultures and beliefs
- Begin to know about their own cultures and beliefs and those of other people.
- Through artefacts, stories and music, children learn about important religious celebrations.

Expressive Arts and Design

Examples of what children could do in RE:

- Creative and Expressive Development
- Imagination
- Use their imagination in art and design, music, dance, imaginative play, and rôle-play and stories
- In response to story, music, art and dance from religious traditions, children create their own simple dance and rôle-play to recreate key elements of the story.
- Responding to experiences
- Respond in a variety of ways to what they see, hear, smell, touch and taste.
- On visiting a place of worship, children talk about and share their experiences and memories of the place, using a variety of media.

Key Stage 1

Introduction

These enquiries take the form of a key question followed by a series of supplementary questions which provide the structure and direction of the individual enquiry. Together the enquiries are designed to engage pupils in both learning about and from religions and worldviews. The characteristics of learning highlight the key features of RE at key stage 1 and the experiences/opportunities provide guidance on the kinds of learning experiences children at key stage 1 should encounter. At key stage 1 pupils should study Christianity and one other religion and include other worldviews.

Why are some stories special? Theme: Believing/Story

This enquiry explores how religions and beliefs express values and commitments in a variety of creative ways

| | |
|-----|--|
| (a) | What stories and books are special to me and my family? |
| (b) | What stories and books are special to people within religions and beliefs? |
| (c) | How are stories told and books used within religions and beliefs? |
| (d) | What do some stories and books say about how people should live? |

Why are some times special? Theme: Celebrations

This enquiry explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals

| | |
|-----|--|
| (a) | What special times and seasons can I remember? Why were these times special? |
| (b) | Why are some festivals and celebrations special? |
| | · When do they happen? |
| | · What do they remember? |
| | · What do people do and why? |
| (c) | What special objects might be used in festivals and celebrations? |
| (d) | How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? |

How do we celebrate our journey through life? Theme: Celebrations

This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways

| | |
|-----|--|
| (a) | How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) |
| (b) | How do members of a religious faith celebrate these milestones in the journey of life? |
| (c) | What artefacts, symbols and ceremonies are used at significant times? |
| (d) | Why are certain times in life significant or special? |

Why are some symbols and places special? Theme: Symbols

This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways

| | |
|-----|---|
| (a) | What places are special to me? Why are they special? |
| (b) | What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) |
| (c) | What do these buildings that are special to religious or belief communities look like? |
| | · Do they have special places, objects, pictures or symbols? |
| | · How are these used? |
| | · What do they tell us about what people believe? |

How should we live our lives? Theme: Leaders and Teachers

This enquiry explores how religious and other beliefs affect approaches to moral issues

| | |
|-----|--|
| (a) | How does what I do affect other people? |
| (b) | What rules and codes of behaviour help me know what to do? |
| (c) | What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) |
| (d) | How do some stories from religions and beliefs and the example set by some people show me what to do? |

Where do we belong? Theme: Belonging

This enquiry explores ideas of those aspects of human nature which relate to the practices of religion and belief communities

| | |
|-----|---|
| (a) | Where do I belong? (Feelings, experiences) |
| (b) | Where do people belong? (Family, local community, group, club, place, country, faith) |
| (c) | What do people do because they belong to a faith or belief community? |
| (d) | How might ideas of family and community be reflected in our own lives? |

Who are we? Theme: Myself

This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs

| | |
|-----|--|
| (a) | Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) |
| (b) | Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) |
| (c) | What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) |
| (d) | How might stories, prayers and songs help us understand more about ourselves and ideas about God? |

Characteristics of learning

At key stage 1 pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Experiences and opportunities

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

Programmes of Study

Key Stage 2

Introduction

These enquiries have been shaped to form a key question followed by a series of supplementary questions which provide the focus and structure for each enquiry. The emphasis is on developing the skills of investigation and enquiry and effectively engaging pupils in their learning in RE. The characteristics of learning highlight the essence of RE in key stage 2 and the experiences/opportunities provide guidance on the types of learning encouraged for key stage 2 children. At key stage 2 children should study, in a more systematic way, Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.

What is important to me? Theme: Beliefs and Questions

This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs

| | |
|-----|---|
| (a) | Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) |
| (b) | Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community enquiry, the UK, the global community) |
| (c) | What am I worth? (Beliefs about the value of human beings) |
| (d) | How might stories, hymns and prayers help people understand more about themselves and their relationships? |

Why do religious books and teachings matter? Theme: Teaching and Authority

This enquiry explores how religions and beliefs express values and commitments in a variety of written forms and how value is attached to those writings

| | |
|-----|--|
| (a) | What different kinds of writing and story are important to religions and beliefs? |
| (b) | Where do the most special kinds of writings and stories come from? |
| (c) | How do communities show that they value special books and writings? |
| (d) | What are the moral messages that can be found in stories from religions and beliefs? |
| (e) | How can I best express my beliefs and ideas? |

What does it mean to belong to a religion? Themes: Religion and the Individual/Religion and Community

This enquiry explores aspects of Christian festivals, celebrations, practices and community and the beliefs to which they relate

| | |
|-----|--|
| (a) | How do Christians celebrate and live out their beliefs in: |
| | · the journey of life? |
| | · their main festivals and practices? |
| | · their faith community? |
| | · the wider world? |
| (b) | Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together? |

Why are some journeys and places special? Theme: Worship, Pilgrimage and Sacred Places

This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways

| | |
|-----|--|
| (a) | Why do people believe that some places are special? |
| (b) | Why do people go on pilgrimage and special journeys? |
| (c) | What practices and events are associated with pilgrimage and special journeys? |
| (d) | What artistic, symbolic and other expressive work is associated with special journeys and places? |
| (e) | How might we make a record of the impact on ourselves of the journeys we make and the places we visit? |

How do we make moral choices? Theme: Beliefs in Action in the World

This enquiry explores how religious and other beliefs affect approaches to moral issues

| | |
|-----|---|
| (a) | What are moral questions? |
| (b) | What are the consequences of the moral choices we make? |
| (d) | What people and organisations help in making moral choices? |
| (c) | What are the most important moral values and teachings? |
| (e) | How do we decide what is right and wrong? |

How and why do people express their beliefs in different ways? Theme: Symbols and Religious Expression

This enquiry explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature

| | |
|-----|---|
| (a) | How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, eg art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? |
| (b) | How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? |
| (c) | Why are the arts really important for some religions and beliefs? |
| (d) | How might I express my ideas, feelings and beliefs in a variety of different ways? |

What do people believe about life? Theme: Beliefs and Questions/The Journey of Life and Death

This enquiry explores ideas about the natural world and our place in it and relates them to religious and other beliefs

| | |
|-----|---|
| (a) | What feelings do people experience in relation to birth, change, death and the natural world? |
| (b) | What answers might be given by ourselves and by religions and beliefs to questions about: |
| | · the origin and meaning of life? |
| | · our place in society and the natural world? |
| | · the existence of God? |
| | · the experience of suffering? |
| | · life after death? |

How should we live and who can inspire us? Theme: Inspirational People

This enquiry explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers. It can also include a study of a particular religious or belief community

| | |
|-----|---|
| (a) | What positive examples have people given that show us how to live? |
| (b) | What values and commitments have inspired or been taught by founders of faiths or community, leaders, believers and specific community? |
| (c) | How have the actions and example of people of faith or belief changed our world? |
| (d) | How might we change our lives in the light of the qualities demonstrated by other people? |

What does it mean to belong to a religion/belief system? Theme: Religion and the Individual/Community

This enquiry explores aspects of religious festivals, celebrations, practices and community and the beliefs to which they relate. Children are encouraged to investigate a religion/belief system they have not yet encountered such as Buddhism, Sikhism, Baha'i and Humanism

| | |
|-----|---|
| (a) | How do members of this faith/belief celebrate and live out their beliefs in: |
| | · the journey of life? |
| | · their main festivals and practices? |
| | · their faith/belief community? |
| | · the wider world? |
| (b) | Within the different groups of this faith/belief what are the most important similarities and key differences? Why do they differ? How do they seek to work together? |

Characteristics of Learning

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

Experiences and opportunities

- encountering religion through visitors and visits to places of worship, and focusing on the impact of religion on the local and global community
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- considering a range of human experiences and feelings
- reflecting on their own and others' insights into life and its origin, purpose and meaning
- expressing and communicating their own and others' insights into life through art and design, music, dance, drama and ICT
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

Key Stage 3

Introduction

These enquiries, which contain new content on the nature and study of religion now take the form of a key question followed by a series of supplementary questions which provide the shape and structure of the individual enquiry. Taken collectively the enquiries are designed to engage pupils in lively, challenging RE and ensure full coverage of the six areas of study. The characteristics of learning highlight the essence of RE at key stage 3 and the opportunities/experiences provide guidance on learning activities. At key stage 3, pupils extend their understanding of Christianity plus THREE religions from Buddhism, Hinduism, Islam, Judaism, Sikhism and a range of non-religious worldviews in local, national and global contexts. Opportunity should also be given to study other religions such as Baha'i.

What experiences and beliefs are important to me and to others? Theme: Beliefs and Concepts

This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs

| | |
|-----|--|
| (a) | What makes human beings special? |
| (b) | What do we mean by the human spirit? |
| (c) | Why is prayer, reflection and contemplation important for some people? |
| (d) | What do we mean by religious experience? |
| (e) | What do I think about the value and purpose of human beings? |

Does our planet have a future? Theme: Global Issues/Environment

This enquiry explores the purposes of life on earth which are reflected in the pattern of religious and other practices/lifestyles

| | |
|-----|---|
| (a) | What attitudes do people have towards the environment? |
| (b) | Do animals matter and how should they be treated? |
| (c) | What do religions and beliefs say about conservation and stewardship? |
| (d) | How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations? |
| (e) | Are things getting better or worse for the environment? Why? |

Where are the answers to life's big questions? Theme: Authority

This enquiry explores how religions and worldviews express values and commitments in a variety of creative ways

| | |
|-----|--|
| (a) | How do people express in creative ways their deepest values and commitments? |
| (b) | What is meant by truth? |
| (c) | Why are, for some people, sacred texts, teachings and places really important? |
| (d) | In what ways might religious teachings and beliefs matter today? |

What can we learn from religions, beliefs and community today? Theme: Inter-faith Dialogue

This enquiry explores ideas of those aspects of human nature which relate to religious practices, community and celebrations

| | |
|-----|--|
| (a) | What is the impact of religion and beliefs in the: |
| | · local community |
| | · wider area in and around Devon |
| | · diversity of the UK |
| | · global community |
| (b) | Why does hatred and persecution sometimes happen and what can be done to prevent it? (Focus on the Holocaust and subsequent genocides) |
| (c) | If religion did not exist who would miss it? Can religions and beliefs support people in difficult times? |

How are religions and beliefs portrayed in the media? Theme: Religion and the Media

This enquiry explores how big questions of belief, faith and truth are portrayed in a variety of media

| | |
|-----|---|
| (a) | Is reporting in the local and national press, radio and television on religion and beliefs fair and accurate? |
| (b) | How do religious groups use the media today? What are the potential benefits and problems of this? (E.g. Internet, television, radio, press and arts) |
| (c) | What criteria can we use to analyse the portrayal of religion and beliefs in the media? |
| (d) | How would I portray religion and beliefs through a variety of media? |

How might beliefs affect my thoughts, ideas and actions? Theme: Ethics and Relationships

This enquiry explores beliefs affect approaches to moral issues

| | |
|-----|--|
| (a) | What codes of behaviour exist in religions and beliefs? |
| (b) | How relevant to modern life are religious values and codes of behaviour? |
| (c) | How might beliefs, values and moral codes apply to ethical situations today? |
| (d) | What are my most important values and codes of behaviour? |

How do people express their beliefs and identities? Theme: Expressions of Spirituality

This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways

| | |
|-----|---|
| (a) | What are the different ways in which individuals express their sense of identity and key beliefs? |
| (b) | How do faith and belief community express their identity and key beliefs? |
| (c) | What influences do religious and other leaders have in local, national and global community? |
| (d) | How might I best express my own identity and beliefs? |

What do people believe about life and the place of religion and beliefs within it? Theme: Beliefs and Concepts

This enquiry explores ideas about the nature of life on earth and relates them to religious and other beliefs

| | |
|-----|--|
| (a) | What might be the different purposes of life on earth? |
| (b) | Why is there suffering in the world? |
| (c) | What beliefs do people have about life after death? |
| (d) | How did the world begin? |

What's to be done? Theme: Rights and Responsibilities - What really matters in religion and beliefs?

This enquiry explores how people's values and commitments might be demonstrated in the lives of individuals and community

| | |
|-----|---|
| (a) | What rights and responsibilities do I have? |
| (b) | Why does there seem to be so much poverty and injustice in the world? |
| (c) | How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken/written advice and guidance) |
| (d) | How do religions and beliefs engage in dialogue with one another? |

What is religion? This enquiry investigates the nature of religion

| | |
|-----|--|
| (a) | What do we mean by religion? |
| (b) | How do people study religion? |
| (c) | How has religion changed in the UK in the last 200 years? |
| (d) | If the Government passed a law in Great Britain to abolish religion what impact would this have? |

Characteristics of learning

Throughout key stage 3, students extend their understanding of Christianity and study Buddhism, and Sikhism in appropriate depth. They also revisit prior learning in RE, applying their learning to the key themes being studied. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and moral issues. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They consider how the media portray religion in the modern world. They develop their evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues. They reflect on the impact of religion and belief in the world, considering both the importance of inter-faith dialogue and also the tensions that exist within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.

Experiences and opportunities

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues
- visiting, where possible, places of major religious significance and using opportunities in ICT to enhance students' understanding of religion
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- reflecting upon and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments
- using a range of forms of expression (eg art, dance, drama and creative writing) to communicate their ideas and responses creatively and thoughtfully
- exploring the connections between religious education and other subject areas, such as the arts, humanities, literature, science.

Resources

In designing this syllabus the three SACREs in partnership intend that teachers should have the flexibility to respond to the unique features of their local communities and environments and use local resources that will bring learning to life for young people. Each SACRE will develop its own guidance and support to encourage teachers to engage with the people and places that emerge from the rich history and culture of their own areas. Religious traditions and world views gain far greater 'traction' with learners when they are seen in the context of their own world.

Appendix 2

| Level | Engaging with religions and worldviews | Religious Vocabulary Used |
|-------|--|--|
| 1 | Name, recognise , recall Talk about , respond simply | Some religious words |
| 2 | Retell, identify, question, begin to interpret Respond, Identify | Key religious words |
| 3 | Describe, make links Make links, reflect | Developing religious vocabulary |
| 4 | Show understanding, describe significance and impact Suggest answers, respond using examples from religions studied | Developing religious vocabulary |
| 5 | Explain impact, informed comparisons Express views, explain | Increasingly wide vocabulary |
| 6 | Interpret, informed account, explaining differences Express insight, use reasoned arguments | Religious and philosophical vocabulary |
| 7 | Provide coherent account of, analyse Critically evaluate, use wide range of evidence | Wide religious and philosophical vocabulary |
| 8 | Synthesize, justify in depth, critically evaluate Justify views in depth, contextualize, analyse coherently | Comprehensive religious and philosophical vocabulary |

Appendix 3

The Importance of Religious Education:

Religious Education:

- provokes challenging questions about what it means to be human, the ultimate meaning and purpose of life, issues of right and wrong, the nature of reality and beliefs about God
- develops knowledge and understanding of Christianity , other principal religions, other religious traditions and other world views which offer responses to such questions. It enhances learners' awareness and understanding of beliefs, teachings, practices and forms of expression, as well as the influence of religion and world views on individuals, families, communities and cultures.
- offers opportunities for personal reflection and spiritual development
- encourages young people to learn from different religions and world views while exploring their own beliefs and questions of meaning and purpose
- challenges learners to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith, and ethics and communicate their responses
- encourages pupils to develop a sense of identity and belonging, and enables them to flourish individually within their communities, as citizens of a pluralist society and a global community
- helps to prepare pupils to face the challenges and responsibilities of adult life, employment and life-long learning
- promotes respect and sensitivity towards others, in particular those with faiths and beliefs different from one's own
- helps to combat prejudice, racism and discrimination
- promotes a reflective, discerning and caring approach to life

Appendix 4

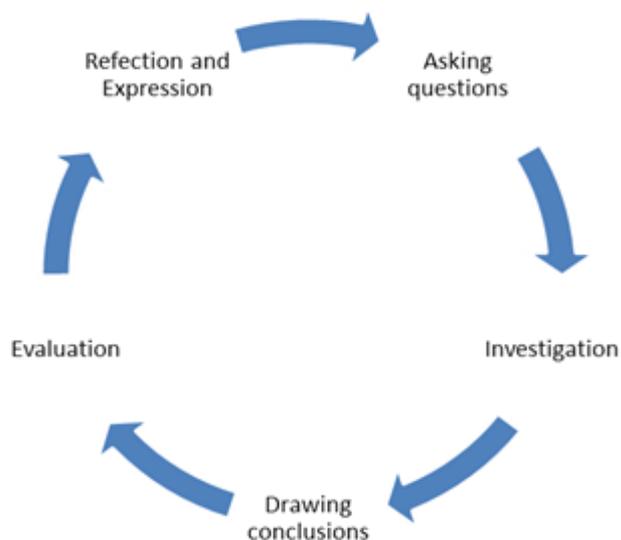
An Enquiry Approach to Religious Education

This syllabus makes an Enquiry based approach central to the development of learning. Previously, the extensive schemes of work (the “Ready to Go” handbooks), were created to support the syllabus, “Every Child Matters in RE” (2007). They remain the foundation and template, however, the key questions and lines of enquiry have been updated to reflect the new emphasis on Enquiry (see appendix 1).

It is also intended that teachers will be creative and imaginative and develop their own approaches based on this model, providing pupils with the opportunity to be involved in the planning and scope of their learning. In appendix 1 the enquiries, and suggested areas of development that follow, are not sequential and teachers will use their knowledge of pupils and their professional judgement in planning for learning, recognising that some enquiries are suited to specific stages of maturity and development.

Teachers are encouraged to plan with local faith and belief communities in mind and recognise the role they can play in providing examples of rich heritage and the diversity of faith, belief and ways of life. Pupils will be reminded that religion is globally and locally a vital and dynamic aspect of life and that they belong to a Devon community that is increasingly diverse.

Enquiries are based on the following key skills that pupils need to make progress with their learning in RE.



Asking questions:

Refine and define enquiries using a range of methods and sources

Investigation:

Collect, compare, analyse and interpret information

Drawing conclusions:

Organise and present findings to develop arguments and suggest interpretations

Evaluation:

Critically evaluate

Reflection and expression:

Apply critical thinking and reflection to evaluate learning

Enquiries in RE contribute to the wider opportunities for learners to develop literacy, numeracy and ICT skills and provide links to other curriculum areas. The enquiries lead learners to experience personal, emotional, spiritual, moral, social and cultural development through engaging and meaningful activity. Enquiries enable pupils to examine rigorously religions and worldviews and assessment reflects the depth of their learning.