



# **Challenging RE IV**

## **The Buckinghamshire Agreed Syllabus for Religious Education 2022-2027**

**Exploring the importance and place of religion  
and worldviews in the modern world**

## Table of Contents

---

<b>1. Introduction:</b> .....	<b>5</b>
1.1. The Nature and Purpose of the Agreed Syllabus.....	5
1.2. The Statutory Place of RE in Education in England.....	5
<b>2. The Importance of Religious Education</b> .....	<b>7</b>
2.1. RE and Personal Development.....	7
<b>3. The Basis for Planning Quality Religious Education:</b> .....	<b>10</b>
3.1. The Four Aims of RE .....	10
3.2. The Learning Process for ‘Challenging RE’ .....	12
3.3. Concepts in RE .....	15
<b>4. What Pupils will Learn in RE:</b> .....	<b>16</b>
4.1. Deciding which Religions to Study: .....	16
4.2. RE in the Early Years and Foundation Stage: .....	20
4.3. Key Stage 1: Exploring Religion, Experience, and Feelings:.....	22
Key Stage 1 .....	24
4.4. Lower Key Stage 2: Exploring Religions, Experience and Beliefs: .....	25
Lower Key Stage 2.....	27
Learning Process .....	27
4.5. Upper Key Stage 2: Exploring and Reflecting on Religions, Worldviews, and Beliefs: ....	28
Upper Key Stage 2.....	30
Learning Process .....	30
4.6. Key Stage 3: Engaging with Worldviews and Ultimate Questions in the Modern World:31	
Key Stage 3 .....	33
Learning Process .....	33
4.7. Key Stage 4 .....	34
4.8. RE in the Sixth Form:.....	37
<b>5. Progression and Assessment:</b> .....	<b>38</b>
5.1 Progression.....	38
5.2 Assessment.....	38
5.3 Progression through the aims of the Agreed Syllabus.....	40
<b>6. Inclusion and children with Special Educational Needs</b> .....	<b>42</b>
<b>Non-Statutory Appendices (to be created by the Agreed Syllabus Committee)</b> .....	<b>44</b>
Appendix 1. Progression tables .....	44
Appendix 2: Different approaches to learning and teaching in RE .....	44

<b>Appendix 3: Concepts in RE .....</b>	<b>44</b>
<b>Appendix 4: Conceptual Creativity.....</b>	<b>44</b>
<b>Appendix 5: Planning in RE.....</b>	<b>44</b>
<b>Appendix 6: Non-statutory Guidance Early Years Foundation Stage.....</b>	<b>44</b>
<b>Appendix 7: Non-statutory Guidance Key Stage 1 .....</b>	<b>44</b>
<b>Appendix 8: Non-statutory Guidance Lower Key Stage 2 .....</b>	<b>44</b>
<b>Appendix 9: Non-statutory Guidance Upper Key Stage 2 .....</b>	<b>44</b>
<b>Appendix 10: Non-statutory Guidance Key Stage 3 .....</b>	<b>44</b>

**How we behave and live our lives affects other people and the world we live in.**

**This is why our behaviour and ways of living are important issues.**

**Our behaviour is influenced by our attitudes.**

**Our attitudes are influenced by our experiences and beliefs.**

***RE is the opportunity to reflect on our experience of the world and the beliefs, values and attitudes that guide us through life.***

***We do this by exploring the beliefs, values, practices, and ways of living from the principal religions and different worldviews.***

**We all play a part in creating the world and society we live in.**

**What we believe whether religious or not contributes significantly to this.**

**RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how people live their lives.**

Although RE is statutory, it justifies its place in the curriculum on purely educational grounds.

Buckinghamshire SACRE believes that religious education contributes to a wider vision for education in which the core purpose is human development. Knowledge and skills are of central importance, they are manifestly necessary, but not in themselves sufficient. Education is also about the development of people, their attitudes, and dispositions and how they relate to themselves, each other, and the world they inhabit. It is part of our development as human beings. All subjects in the curriculum should contribute to this, some more and some less so. Religious education has a particularly significant contribution to make because it is about a person's way of experiencing, responding to and understanding the world. (see the [Commission on Religious Education, Religion and World Views The Way Forward, A National Plan](#) for RE 2018 page 4)

As with the previous versions of 'Challenging RE', experience is at the foundation of our approach. This experience is at an individual, an institutional and a universal level and it enables pupils to reflect on their own sense of value and identity through an open, critical, and academic exploration of Christianity and other faiths and worldviews.

## 1. Introduction:

### 1.1. The Nature and Purpose of the Agreed Syllabus

The Agreed Syllabus is the statutory long-term planning document for Religious Education in Buckinghamshire maintained schools, including Voluntary Controlled schools. It provides the overall rationale, aims, objectives and broadly what must be taught whilst allowing for the subject leader's professional judgement to determine the detail, order and methods used. It also specifies the principles of assessment to provide a coherent structure for planning, progression, and reporting. This forms the basis for the school to develop its curriculum intent, implementation, and impact as appropriate to the whole school curriculum and the context of the pupils.

**It is not, and nor can it be, a detailed scheme of work to be delivered by teachers to pupils.** This should be used by the **subject leader** to develop a school curriculum. Further non-statutory guidance for subject leaders will be added to the appendices.

Support materials for teachers will be made available in a separate document.

The syllabus provides a learning process in which pupils explore the themes and issues raised by religion and worldviews through key stage enquiries and concepts in the light of the pupils' own experience and questions.

### 1.2. The Statutory Place of RE in Education in England

RE is part of the basic curriculum and is statutory for all state-funded schools.

The national requirements for Religious Education are set out in the 1944, 1988 Education Acts and section 375(3) of the 1996 Education Act.

*'Every Agreed Syllabus shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain'.*

This is further explained in DfE circular 1/94 from which the following paragraphs are taken:

*'Religious Education is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in reception classes and sixth forms and is not confined to pupils of compulsory school age'.* Paragraph 20.

**The DfE has clearly stated that: 'All state schools... must teach religious education... All schools must publish their curriculum by subject and academic year online.'** (National Curriculum in England: Framework Document, DfE, September 2013, page 4).

*'If the parent asks that a child should be wholly or partly excused from Religious Education at*

*the school, then the school must comply'. Paragraph 44.*

*'As a whole and at each Key Stage, the relative content devoted to Christianity in the syllabus should predominate.' Paragraph 35. After Buckinghamshire County Council consulted with Queens Council in 2006, this was interpreted as meaning that **'Christianity should have more time devoted to it than the other religions taken together'**.*

The Agreed Syllabus, appropriately implemented, provides a coherent, progressive experience of RE for pupils from Reception to post-16, enabling schools to meet statutory requirements and provide educational value. It is expected, except in EYFS and post-16, or relating to an external examination course, that a minimum of **5% of curriculum time across each Key Stage** (approximately one hour per week) is provided to enable quality learning to take place. It is up to the school to decide how this is planned and provided, but it must ensure that the RE curriculum as a whole develops knowledge and is sequential and ambitious with clear end points.

The requirement to teach Religious Education is part of the funding agreement for **Free Schools and Academies and Multi-Academy Trusts**, which must provide RE in accordance with the same requirements as for an agreed syllabus conference. Free Schools and Academies can adopt the locally agreed syllabus if they so choose, by agreement of the board of directors, and SACRE encourages those in Buckinghamshire to do so in the interests of continuity, coherence, and opportunities to share best practice across all schools.

Buckinghamshire SACRE has also taken some account of the Commission on Religious Education (CoRE) report (2018) in its use of 'worldview' as central to the provision of high-quality RE. We have adapted the CoRE report's understanding of 'worldview' to be a person's way of experiencing, responding to and understanding the world and that RE includes personal as well as institutional worldviews. Worldviews can be fluid, with people often drawing on aspects of a number of institutional worldviews.

***"A worldview is a person's way of understanding, experiencing, and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments."*** (page 4).

We believe that this has always been implicit in 'Challenging RE', not least in its learning process (see page 13), the centrality of lived experience and its focus on enabling pupils to reflect on their own worldview as they explore other religions and worldviews.

## 2. The Importance of Religious Education

RE is the opportunity to explore a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. RE offers pupils the chance to raise and reflect on perennial questions about life. In doing this, it draws on the rich history of the major religious traditions and other worldviews in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain are in the main Christian.

Thus, there are two main **educational purposes** to RE. Firstly so that pupils can learn more about themselves and their place in the world **from** their study of religion and worldviews. Secondly, so that they can learn **about** religions and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures. These two purposes work together and should not be treated separately.

RE is therefore both **rigorously academic and personally significant**.

Quality RE:

- Teaches pupils about Christianity and other religions and worldviews so that they can understand the world better and develop their own sense of place within it.
- Engages pupils of any religious faith or none and of all academic abilities and social backgrounds.
- Enables pupils to engage with a range of sources such as texts, artefacts, and people.
- Challenge's pupils to question and explore their own and others' understanding of the world.
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others.
- Raises questions of identity, meaning, purpose and value and encourages pupils to reflect on experience, ways of living and ways of knowing.
- Contributes positively and powerfully to the spiritual, moral, social, and cultural development of pupils.
- Provides opportunities for pupils to develop communication and thinking skills.
- Explores visions of humanity and at the same time reflects on the depths to which humanity can sink.

### 2.1. RE and Personal Development

As recognised in the School Inspection Handbook (April 2021, paragraph 256), RE contributes to Personal Development both in terms of **character education** and the Spiritual, Moral, Social and Cultural development (SMSC) of pupils of all ages.

Pupils' own experiences, beliefs and perceptions lie at the heart of RE. RE develops self-concept and self-esteem, explores spiritual, moral, and social frameworks, and encourages

pupils to reflect on experiences and emotions. In this way it contributes significantly to the development of character.

### **RE and Spiritual, Moral, Social and Cultural Development (SMSC).**

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

- Discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty, and truth.
- Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices.
- Considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity.
- Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with Reality.
- Valuing relationships and developing a sense of belonging.
- Developing their own views and ideas on religious and spiritual issues.

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

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

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

- Considering how religious and other beliefs lead to actions and concerns.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions.
- Articulating pupils' own and others' ideas on a range of contemporary social issues.
- Contributing to and reflecting on the significance of Fundamental British and Human Values and preventing the risks of radicalisation.



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

- Encountering people, literature, the creative and expressive arts, and resources from differing cultures and combatting racism.
- Considering the relationship between religion and culture and how religions and beliefs contribute to cultural identity and practices and vice-versa.
- Promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion, and promoting awareness of how interfaith collaboration can support the pursuit of the common good.

### **3. The Basis for Planning Quality Religious Education:**

#### **3.1. The Four Aims of RE**

1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.
2. To reflect on questions of meaning, purpose, and value.
3. To formulate reasoned opinion and argument.
4. To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

These are developed in the following ways, which can be seen as ‘steps’ to achieve each aim:

#### **1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally by:**

- Developing knowledge and understanding of Christianity, other faiths, and worldviews (KS1 onwards).
- Exploring similarities and differences between the religions and worldviews (KS1 onwards).
- Considering the nature and interpretation of sources of authority in Christianity, other faiths and worldviews (Lower KS2 onwards).
- Exploring similarities and differences within religions and worldviews (Lower KS2 onwards).
- Understanding what it means to belong to a religious community and the influence religious faith has on individuals and communities (Upper KS2 onwards).
- Considering the way religious teaching and practice relate to ultimate questions (Upper KS2 onwards).
- Evaluating the benefits and challenges of living in a multi-faith and diverse society; (KS3 onwards).
- Developing the ability to analyse and think critically about religious and other beliefs and practices and different interpretations of these (KS3 onwards).
- Analysing and evaluating the significance of religion and worldviews in the modern world (KS4 onwards).

#### **2. To reflect on questions of meaning, purpose, and value by:**

- Reflecting on the significance of their own and others’ personal experience and emotion (KS1 onwards).

- Thinking about what influences our beliefs and lifestyle and the way we see things (Lower KS2 onwards).
- Exploring different religious and non-religious beliefs about meaning purpose and value (Upper KS2 onwards).
- Raising and exploring the ultimate questions which arise from these (KS3 onwards).
- Reflecting on and expressing their own responses to ultimate questions in the light of their own and others experiences and beliefs (KS3 onwards)
- Analysing and evaluating the impact these responses can have in the world (KS4 onwards)

**3. To formulate reasoned opinion/argument by:**

- Gaining the necessary knowledge and understanding to give informed opinions with reasons (KS1 onwards).
- Developing the skills of questioning (KS1 onwards) and reasoning (Lower KS2 onwards).
- Developing the ability to see things from other peoples' perspective (Upper KS2 onwards).
- Evaluating the influence of beliefs on attitudes and behaviour (KS3 onwards).
- Developing skills of interpretation, argumentation, and justification (KS3 onwards).
- Developing the ability to analyse and evaluate strengths and weaknesses in arguments/ stances (KS4 onwards).

**4. In achieving these three aims, pupils will be better able to enter into meaningful dialogue with people of different beliefs and ways of living.**

Note - General skills such as enquiry, analysis, reasoning are developed age-appropriately at all key stages.

### 3.2. The Learning Process for ‘Challenging RE’

This Agreed Syllabus is built around a vision of education in which the core purpose is our development as human beings. This learning process enables schools to plan learning that meets many of the recommendations for teaching ‘Religion and Worldviews’ found in the Commission on Religious Education (CoRE) report (2018).

These include the aims and purposes where it states that religion and worldviews *“is more than learning facts... it is about understanding the human quest for meaning, being prepared for life in a diverse world and having space to reflect on one’s own worldview”* (CoRE report page 73).

It also places emphasis on developing skills that enable young people to (CoRE report page 77):

- *Reflect on their own personal responses to the fundamental human questions to which worldviews respond*
- *Learn to articulate these responses clearly and cogently while respecting the right of others to differ*
- *Develop skills relevant to various disciplinary approaches*
- *Develop wider transferable skills and dispositions*

The following learning process lies at the heart of Challenging RE. Learning in RE involves helping pupils make sense of life. Learning about religions, beliefs and lifestyles is the vehicle through which they develop their understanding of themselves, others and the world.

The learning process involves a journey with three possible starting points (see diagram on page 14):

1. **What does it mean to be me?** Pupils’ own experience and self-concept
2. **What does it mean to be you?** Religious/Worldview experience, concepts and content
3. **What does it mean to be human?** Universal human experience and concepts

The teacher can decide which aspect is the best entry-point to the enquiry for the pupils and/or what they will be learning. The model incorporates skills-development and progression. The skills running along the sides of the triangle are described for each Key Stage, thus providing a means of progression. Teachers use these to plan challenging learning. Thus, at KS1 the process will be basic and will become more complex and challenging as pupils progress through school.

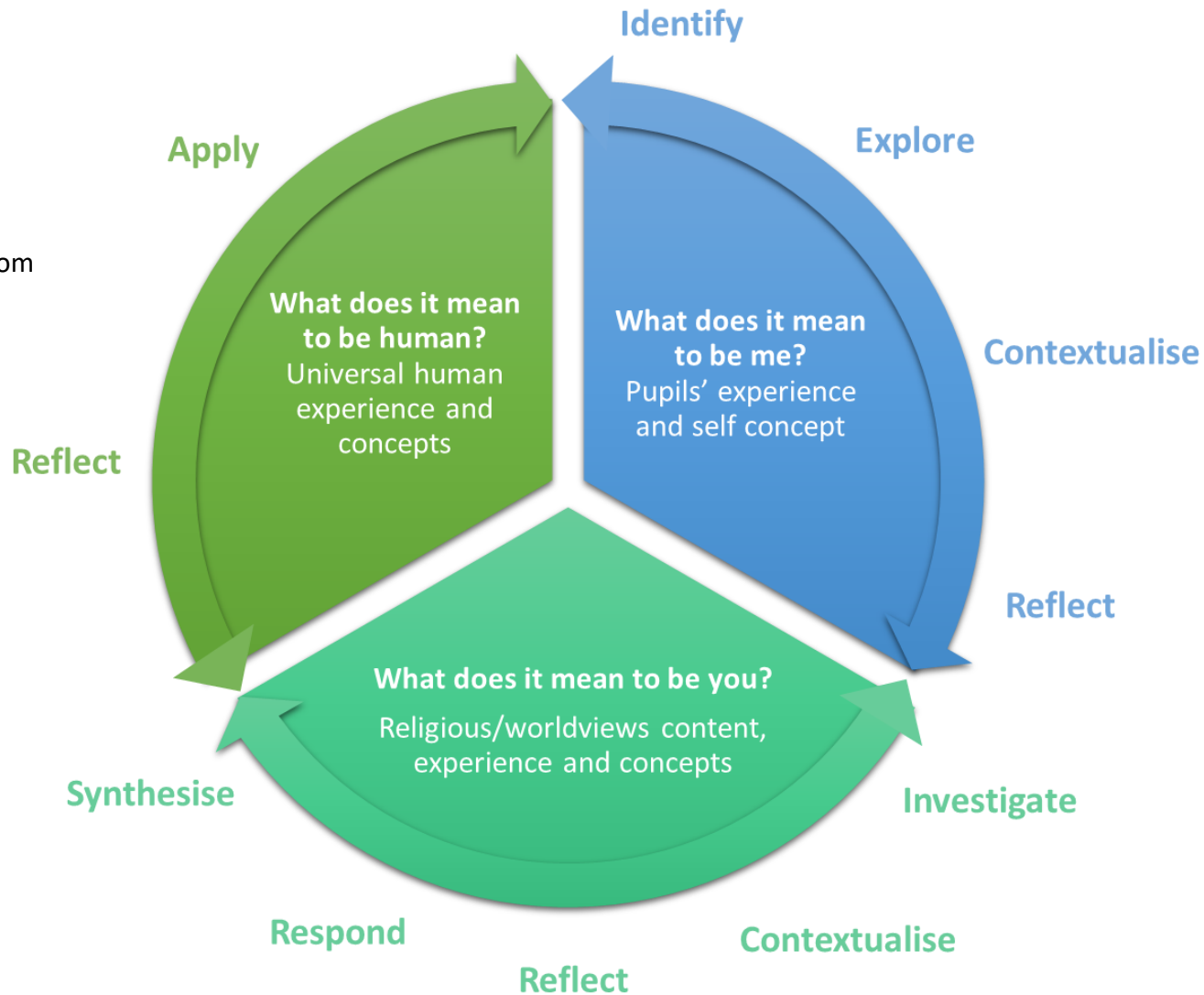
Pupils will grow to recognise how we are all different, yet we share our humanity in common (what we refer to as **‘identity-in-difference’**), so that through their exploration of

religious and non-religious worldviews, they will develop their own understanding of what it means to be human and their own sense of meaning, purpose and value in relation to others.

# The Learning Process within Challenging RE

Learning and growing through Challenging RE (academic rigour and personal development)

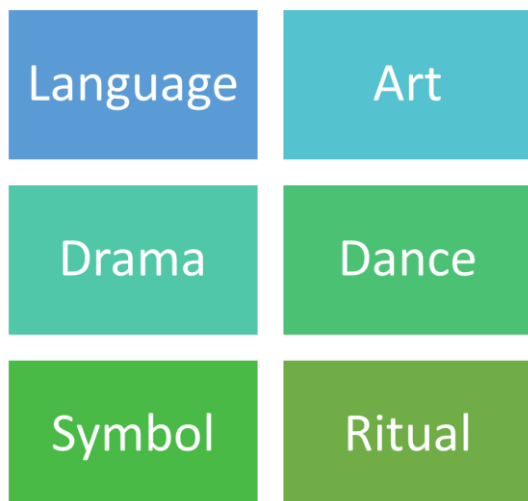
Learning can start from any of these three questions.



### 3.3. Concepts in RE

Concepts are key ideas that shape our understanding. In RE, these relate to how we understand or make sense of life – for example, identity; purpose; value. So in RE, concepts relate to experience – to the lives of children, young people and communities and involve our attitudes to things as well as ideas and beliefs.

Concepts are complex, expressing deeply held feelings, beliefs, convictions, dispositions, and identities and can be expressed in different ways, which include some or all of:



These are outward expressions of deeper experience and meaning and can be explored through the use of key questions and through an exploration of key concepts.

This approach, which we refer to as **conceptual creativity**.

It provides a method for looking more deeply at concepts that are contained in ritual, belief, identity, and experience.

In order to help map concepts in RE, they are often divided into three categories. Recently, there has been much interest in and research into disciplinary approaches to RE. These form a fourth category of '**disciplinary concepts**' that can be seen as ways into exploring religions and worldviews.

1. **Universal human concepts.**
2. **General religious concepts.**
3. **Religion-specific concepts.**
4. **Disciplinary concepts.**

## 4. What Pupils will Learn in RE:

### 4.1. Deciding which Religions to Study:

The Agreed Syllabus **recommends** that schools explore the following religions, although schools are free to plan a curriculum appropriate to the needs and backgrounds of their pupils:

Key Stage	Religions
Key Stage 1 (KS1)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> plus one other Abrahamic religion in depth (the syllabus recommends <b>Judaism</b>).</li> <li>• With reference to one Dharmic tradition and non-religious backgrounds (not necessarily a specific non-religious worldview).</li> </ul>
Lower Key Stage 2 (LKS2)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> plus one different Abrahamic religion and one Dharmic tradition in depth (the syllabus recommends <b>Islam</b> and <b>Hinduism</b>).</li> <li>• With reference to other religious traditions and non-religious perspectives as appropriate.</li> </ul>
Upper Key Stage 2 (UKS2)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> plus one other Abrahamic religion and one Dharmic tradition (these could either be a continuation from LKS2 or different ones, the syllabus recommends continuing with <b>Islam</b> and <b>Hinduism</b>) and <b>Humanism</b>.</li> <li>• With reference to other religious traditions and worldviews as appropriate.</li> </ul>
Key Stage 3 (KS3)	<ul style="list-style-type: none"> <li>• <b>Christianity</b> and two other faiths, at least one from Dharmic traditions, (the agreed syllabus recommends <b>Buddhism</b> and <b>Sikhi</b>) plus <b>Humanism</b> in depth.</li> <li>• With reference to other religious and non-religious worldviews as appropriate.</li> </ul>

In this way pupils gain an understanding of all six principal faiths and Humanism. However, schools remain free to choose which religions other than Christianity to study and when, **although it is not good educational practice to study all religions over a single key stage, as this results in a lack of depth and conceptual understanding.**

*In deciding which to religions to study, schools should consider the following:*

- What is the background of the pupils?
- How are you contributing to an understanding of the six principal faiths and non-



religious worldviews?

- How are you liaising with your main feeder and transfer schools to ensure broad coverage of faiths across the key stages?
- Are you providing a balance by including something from both western (Abrahamic) religions and eastern (Dharmic) traditions?
- What will you include under the category of 'with reference to'? This enables you to bring in relevant material from different religions and worldviews to illustrate, develop or enrich an understanding of a key concept, or to engage pupils in school from different backgrounds not covered in the 'in depth' enquiries.

Abrahamic Faiths (from the line of Abraham)	Dharmic traditions (sharing the concept of Dharma)
Judaism	Hindu Dharma ('Hinduism')
Christianity	Buddhist Dhamma ('Buddhism')
Islam	Sikh ('Sikhi')

In the **Early Years Foundation Stage (EYFS)**, teachers will provide opportunities for child-initiated learning and plan adult led learning focusing on the background, experience and needs of the children, ensuring that you introduce experiences that help the children in their Understanding of the World.

**Over the course of KS4**, pupils will either be entered for an accredited RS qualification such as GCSE

Or (statutory core RE) pupils will explore:

- Christianity and two or three other worldviews in depth.
- With reference to other religious and non-religious worldviews as appropriate.

Or

- Follow a specification from an accredited course in Religious Education or Religious Studies, from one of the recognised examination boards. It will be the school's decision whether all, some or none are entered for the actual qualification, though SACRE encourages schools to enable as many pupils as possible to gain accreditation for their work as this motivates students, celebrates their achievement, and raises the profile of the subject.

(NB This agreed syllabus is developed with a three-year KS3 and a two-year KS4 in mind, in line with the most recent research on the effectiveness of learning for pupils.)

These religions and worldviews will be explored in an educational **context** appropriate to the experience of the age group and addressing three broad **core questions** through a number of **enquiries**:

Key Stage 1	Context	An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life.
	Core Questions	<ul style="list-style-type: none"> <li>• <i>How does our background influence who we are?</i></li> <li>• <i>How does belonging to a religion or group affect people's lives?</i></li> <li>• <i>How should we behave and treat others and the world?</i></li> </ul>
Lower Key Stage 2	Context	An exploration of what people believe to be important in life and why, and how this is expressed.
	Core Questions	<ul style="list-style-type: none"> <li>• <i>What is most important in life?</i></li> <li>• <i>How do different religions show what is most important to them?</i></li> <li>• <i>How does this affect their attitudes to themselves, other people, and the world around them?</i></li> </ul>
Upper Key Stage 2	Context	A reflective exploration of some of the big questions, beliefs, and concepts about life and what it means to be human, and how responses to these are expressed.
	Core Questions	<ul style="list-style-type: none"> <li>• <i>What do people believe about life, the world, and the good life?</i></li> <li>• <i>Where do these beliefs, attitudes and ways of living come from?</i></li> <li>• <i>How are these expressed and lived out in the lives of individuals and communities?</i></li> </ul>
Key Stage 3	Context	A critical engagement with ultimate questions and global issues, exploring, analysing, and responding to a range of responses to these.
	Core Questions	<ul style="list-style-type: none"> <li>• <i>What place do religions and worldviews have in the modern world?</i></li> <li>• <i>How do we make sense of life and the world?</i></li> <li>• <i>How do our responses to these questions influence the ways we live our lives?</i></li> </ul>

<b>Key Stage 4</b>	<b>Context</b>	A critical analysis of questions arising from and issues relating to religious and non-religious worldviews, analysing, and evaluating the impact they have on the modern world.
	<b>Core Questions</b>	<ul style="list-style-type: none"> <li>• <i>Is religion a positive or negative force in the world?</i></li> <li>• <i>What is our vision for the world?</i></li> </ul>

**Key Stage 5:** RE is statutory for all registered pupils in schools, which includes those in the 6th Form, a 6th Form College which is constituted as a school or which is working as part of a consortium, though not for students in Colleges of Further Education.

The Buckingham Agreed Syllabus expects all students to have a statutory entitlement to a minimum of 10 hours of RE in Y12 and a minimum of 5 hours in Y13, which can be planned flexibly. See the section on 6<sup>th</sup> Form RE on page 35.

## 4.2. RE in the Early Years and Foundation Stage:

As the 1988 Education Reform Act clearly states, all registered pupils in maintained schools have an entitlement to Religious Education and thus it must be taught to Reception classes. However, the way learning here is structured is through the Early Years and Foundation Stage curriculum and not through the Agreed Syllabus itself. Teachers should teach to the seven areas of learning, working towards the respective Early Learning Goals as the basis of their planning and assessment. What follows is suggested guidance on what RE can contribute to learning in the Reception year.

Remember, this is only statutory for registered pupils (i.e., Reception), but it is good practice to provide for all EYFS some context of belief, belonging and relationships from different cultural and global contexts, especially in relation to Understanding the World: People, Culture and Communities.

The Areas of Learning identified in the Foundation Stage ensure that breadth of learning is possible across a range of individual experiences and activities. The provider uses her/his professional expertise to elicit development in several areas from planned activities and learning experiences.

The Areas of Learning and specific Early Learning Goals (2021) towards which RE can make an explicit contribution are:

<b>Communication and Language</b>	ELG: Listening, Attention and Understanding. ELG: Speaking.
<b>Literacy</b>	ELG: Comprehension. ELG: Writing.
<b>Understanding the World</b>	ELG: Past and Present. ELG: People, Culture and Communities. <ul style="list-style-type: none"><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li></ul>
<b>Expressive Arts and Design</b>	ELG: Creating with Materials ELG: Being Imaginative and Expressive

Possible topic areas within RE:

- Myself.
- Other people
- How I live
- How other people live
- Important people and faith leaders
- Belonging
- Important things
- Important experiences
- Feelings
- Expressing our feelings
- Celebrations and festivals
- Religious stories and what they mean
- Exploring artefacts and clothing

It is entirely at the discretion of the Early Year's provider whether these topics are taught separately or within cross-curricular themes. The pupils' own cultures, faiths and beliefs should be a starting point for the children's learning, expanding into the beliefs, cultures, and ways of living from around the globe as appropriate.

The environment in which learning takes place can provide many contexts in which young children may explore religion and ask questions. Such contexts might include:

- The home corner.
- Dressing up boxes.
- Interest areas.
- Artefacts.
- Story books.
- Jigsaws.
- Object trays.
- (Personal) dolls.
- Painting and drawing.

To meet the Early Learning Goals and the requirements of the Buckinghamshire Agreed Syllabus, Reception classes should include specific planned activities (for example on festivals, special places, and faith leaders) for developing children's knowledge and understanding of religious beliefs, cultures, and ways of living through circle time and everyday routines as well as through child-initiated opportunities.

### 4.3. Key Stage 1: Exploring Religion, Experience, and Feelings:

#### Over the course of KS1, pupils will explore:

- Christianity plus one other Abrahamic religion in depth (we recommend Judaism) With reference to one Dharmic tradition and non-religious perspectives (NB not necessarily a specific non-religious worldview).

**Context:** An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life.

#### Core Questions:

- How does our background influence who we are?
- How does belonging to a religion or group affect people's lives?
- How should we behave and treat others and the world?

These are explored over KS1 using the following enquiries to construct a curriculum appropriate to the pupils in your school, bearing in mind the requirements of a broad and balanced curriculum.

The school should build an appropriate curriculum for the pupils and the school, that is progressive, sequential, and coherent over the course of Years 1 and 2, using the following enquiries, ensuring the due emphasis the syllabus places on Christianity (see page 4).

This could be systematic studies of each religion or worldview using the enquiry themes to construct an appropriate curriculum; or it could be thematic explorations as per the questions; or it could be a combination of systematic and thematic.

#### Enquiries (referring back to the core questions):

1. What does it mean to be me? (Who I am).
2. How important are the groups people belong to? (Belonging).
3. What makes some people so important? (Important people).
4. Why are some places so important? (Important places).
5. What makes some things sacred to some groups of people? (Special things).
6. What makes some stories so important to different people? (Sacred books).
7. Why is it important to look after our world? (The natural world).
8. Why do we celebrate important occasions? (Special occasions).

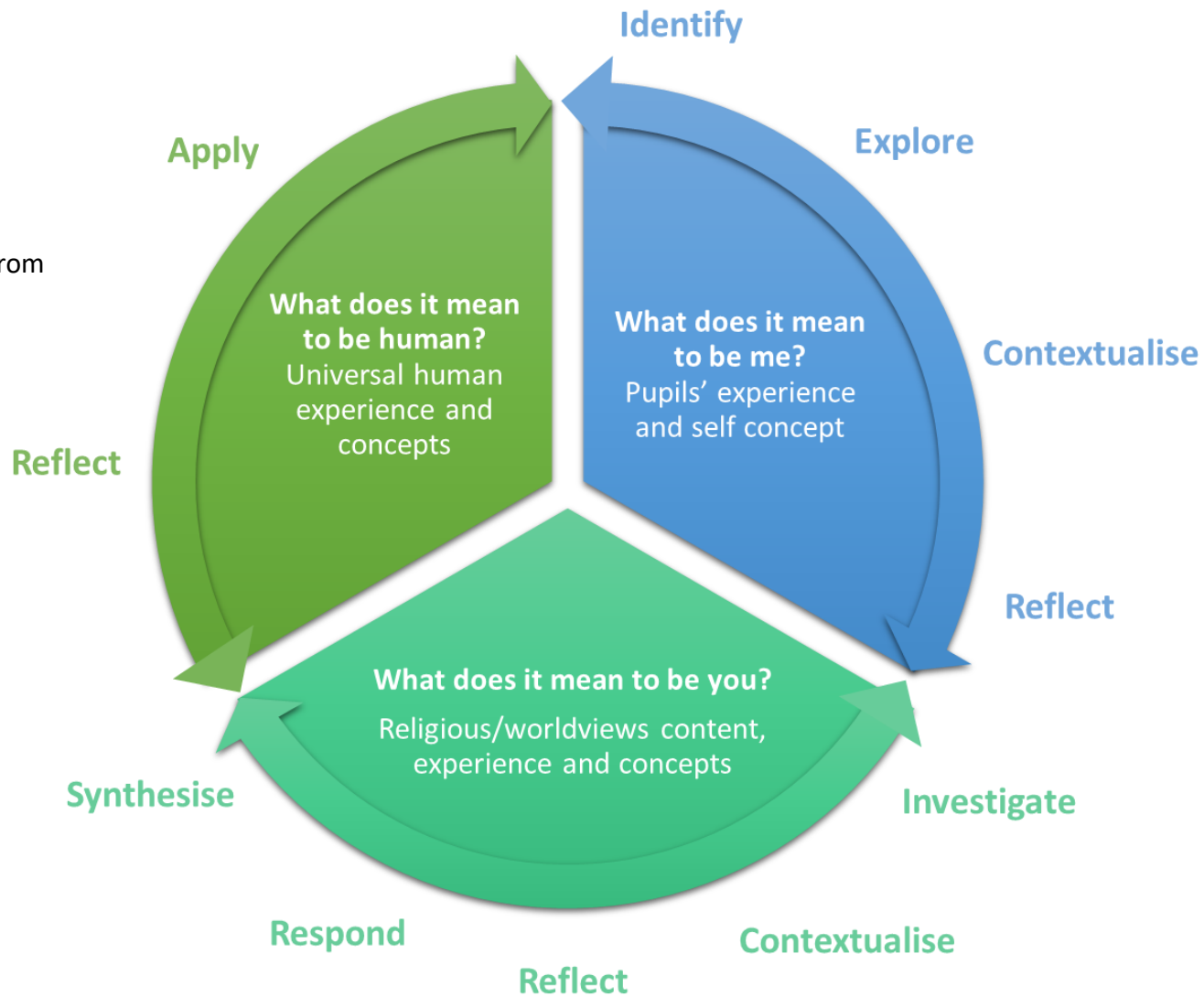
#### In exploring these questions, **the children will also reflect on:**

- Their own sense of who they are and their uniqueness as a person in a family and community.
- What they believe, why what they think is important and how these influences their day-to-day lives.

# The Learning Process within Challenging RE – Key Stage 1

Learning and growing through Challenging RE (academic rigour and personal development)

Learning can start from any of these three questions.



Key Stage 1		
Learning Process		
Pupil experience	Identify	pupils recognise what is significant to them in their immediate experience and recognise some basic concepts used to express this.
	Explore	pupils learn how to find out about other people's experience and feelings in a way that is sensitive and appropriate and to relate their own experience and that of others to the general concepts being developed
	Contextualise	pupils learn to see their own experience in the light of their own background and compare this sensitively with the experience of other pupils in the class
	Reflect	pupils learn to think about their experience and the feelings related and to see how these affect themselves and others
Religious/worldview context	Investigate	pupils learn about related experiences and concepts within the religions explored
	Contextualise	pupils learn to see the religious experience in the context of the beliefs and practises of the religion being explored and the feelings that arise from them for believers
	Reflect	pupils learn to think about the religious experience and concepts and their significance to the believers and to see how these make a difference to how they live
	Respond	pupils learn how to express sensitively and in a variety of ways their own views about the religious experiences and concepts
	Synthesise	pupils learn to identify similarities and differences between their own experience and the religious beliefs practises and concepts they have explored
Universal Human Experience	Reflect	pupils learn to think about what they can take from their learning about the religions to help them understand their own experience feelings and beliefs
	Apply	pupils relate the religious experience, beliefs and concepts they have explored to their own lives and think about how their own ideas have developed

**Context:** An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life.



#### 4.4. Lower Key Stage 2: Exploring Religions, Experience and Beliefs:

##### **Over the course of LKS2, pupils will explore:**

Christianity plus one different Abrahamic religion and one Dharmic tradition in depth. With reference to one other religious tradition and non-religious perspectives.

**Context:** An exploration of what people believe to be important in life and why and how this is expressed.

##### **Core Questions:**

- What is most important in life?
- How do different religions show what is most important to them?
- How does this affect their attitudes to themselves, other people, and the world around them?

The school should build an appropriate curriculum for the pupils and the school, that is progressive, sequential, and coherent over the course of Years 3 and 4, using the following enquiries ensuring the due emphasis the syllabus places on Christianity (see p4).

This can be planned, for example, by learning the basic concepts and content for each enquiry in Year 3 and then revisiting this in Year 4 to apply that knowledge to answer the main enquiry question. Or schools might choose to plan the enquiries by each religion separately.

##### **Enquiries:** (referring back to the core questions)

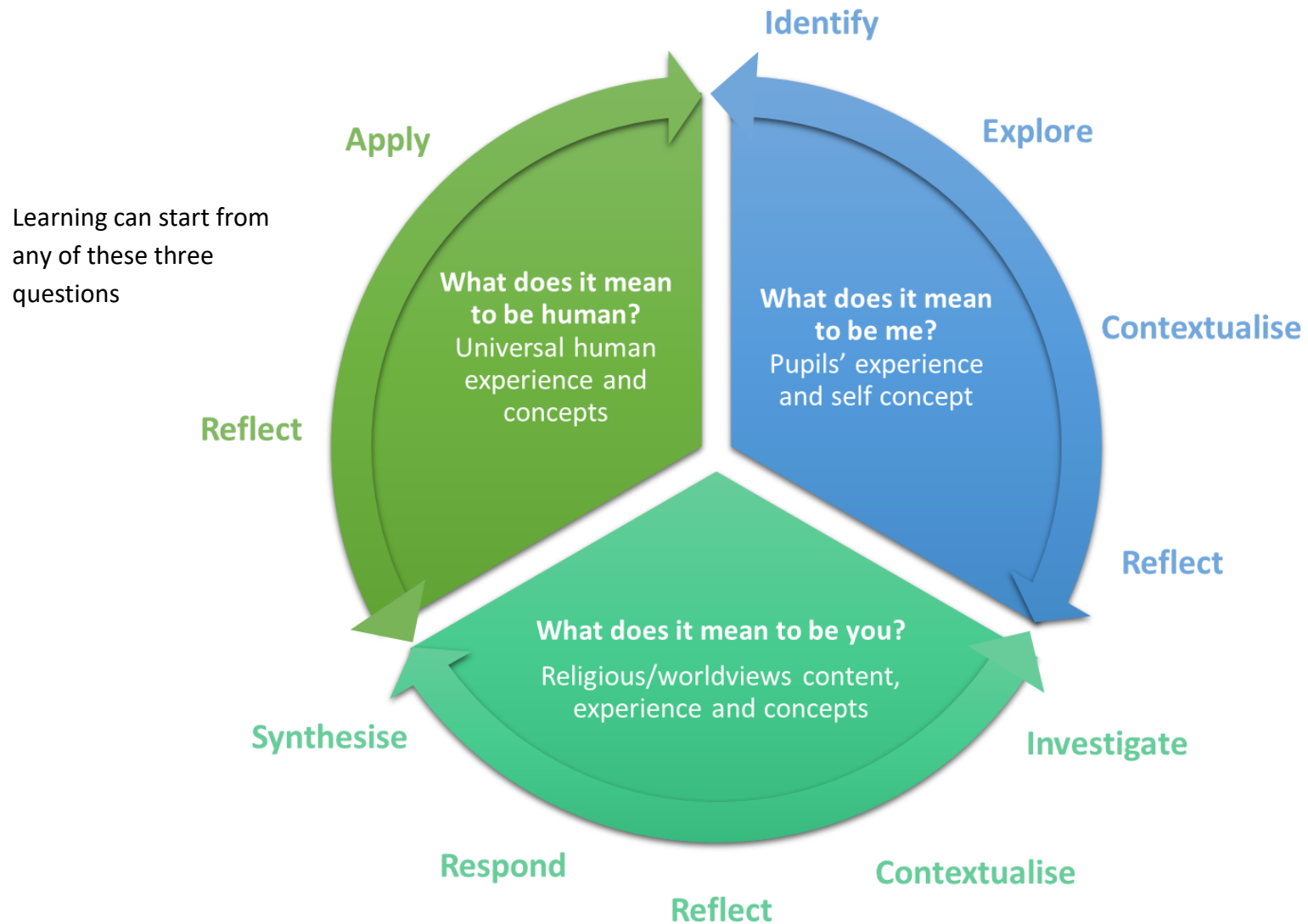
- How and why do people worship? (Worship).
- Are places of worship really needed? (Religious buildings).
- What holds communities together? (Religion in the community).
- How do religions express their beliefs about God? (Symbolism).
- Why are sacred texts and holy books so important? (Sacred Texts).
- What do our celebrations show about what we think is important in life? (Festivals).

##### In exploring these questions, **the children will also reflect on:**

- Their own sense of who they are and their uniqueness as a person in a family, community, and world.
- What they believe, what they think is important and how these influences their day-to-day lives.

## The Learning Process within Challenging RE – Lower Key Stage 2

Learning and growing through Challenging RE (academic rigour and personal development)



Lower Key Stage 2		
Learning Process		
Pupil experience	Identify	peoples learn to identify what is most important to them in terms of people places celebrations and beliefs.
	Explore	pupils learn to ask thoughtful and searching questions about their own views about what is important to them and why
	Contextualise	pupils compare and contrast their own views with those of others in the class.
	Reflect	pupils think about how these different 'values' affect their own and other peoples' lives.
Religious/worldview context	Investigate	pupils learn how to inquire into what do religions and traditions hold to be most important and how these are expressed personally and, in the community.
	Contextualise	pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions.
	Reflect	pupils learn to consider what is important to religious people through their exploration of religious beliefs concepts and practises and how these compare with their own.
	Respond	pupils explain their responses to the beliefs and practises giving reasons for their views.
	Synthesise	pupils think about what the beliefs and practises show about what is important to human beings.
Universal Human Experience	Reflect	pupils reflect on what they have learned about what people and communities see as of great importance in life.
	Apply	pupils consider how their views on what is important in life may have developed through their study of these religions and world views.

**Context:** An exploration of what people believe to be important in life and why and how this is expressed.

## 4.5. Upper Key Stage 2: Exploring and Reflecting on Religions, Worldviews, and Beliefs:

### Over the course of UKS2, pupils will explore:

Christianity plus one other Abrahamic religion and Dharmic tradition. These could be a continuation of LKS2, or different. (The syllabus recommends continuing with Islam and Hinduism).

With reference to other religious traditions as appropriate and Humanism.

**Context:** A reflective exploration of some of the big questions, beliefs, and concepts about life and what it means to be human, and how responses to these are expressed.

### Core Questions:

- What do people believe about life, the world, and the good life?
- Where do these beliefs, attitudes and ways of living come from?
- How are these expressed and lived out in the lives of individuals and communities?

The school should build an appropriate curriculum for the pupils and the school, that is progressive, sequential, and coherent over the course of Years 5 and 6, using the following enquiries, ensuring the due emphasis the syllabus places on Christianity (see p4).

This can be planned, for example, by learning the basic concepts and content for each enquiry in Year 5 and then revisiting this in Year 6 to apply that knowledge to answer the main enquiry question. Or schools might choose to plan the enquiries by each religion separately.

### Enquiries: (referring back to the core questions)

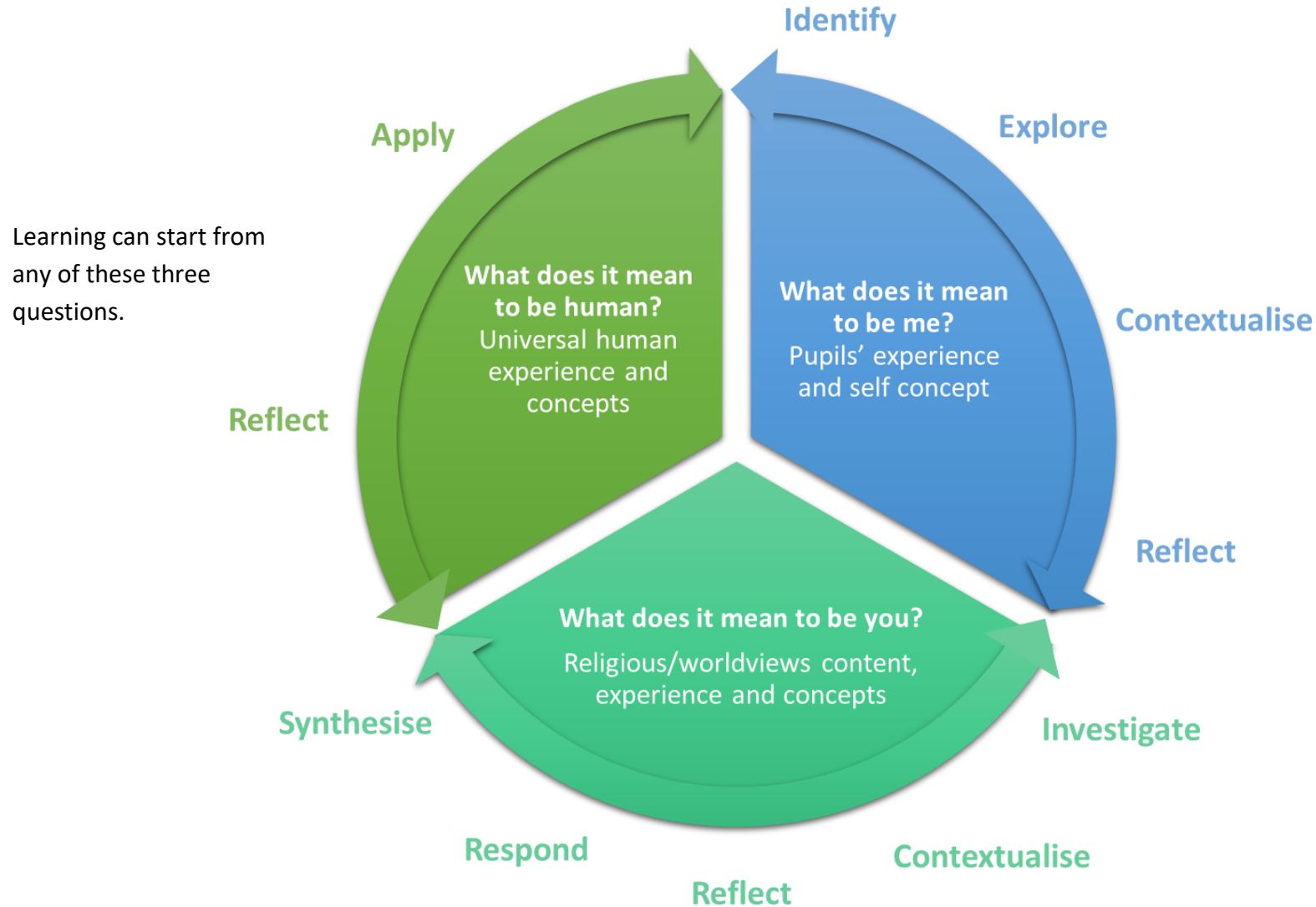
- Why do religions or non-religious groups celebrate important moments in life? (Rites of Passage).
- Why is pilgrimage so important to some religious communities? (Pilgrimage).
- Why don't all members of a religious or non-religious community believe and live in the same ways? (Diversity).
- How did the religions and worldviews begin? (Founders and Prophets / Roots).
- How does what we believe influence the way we should treat the world? (Creation and environment).
- What do the religious and non-religious worldviews teach about 'the good life'? (Ethics).

In exploring these aspects of the religions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community, and world.
- What they believe, what they think is important and how these influences their day-to-day living.

## The Learning Process within Challenging RE – Upper Key Stage 2

Learning and growing through Challenging RE (academic rigour and personal development)



Upper Key Stage 2		
Learning Process		
Pupil experience	Identify	pupils identify their own responses to some of the big questions that life can throw at us.
	Explore	pupils ask thoughtful and searching questions about their own responses to some of the Ultimate Questions raised through the material studied.
	Contextualise	pupils compare and contrast their own response with those of others in the class.
	Reflect	pupils consider all however views are situ or different us from others and why this might be the case.
Religious/worldview context	Investigate	pupils learn how to enquire into the religious and non-religious beliefs, practises, and concepts and to explore what they reveal about different responses to ultimate questions.
	Contextualise	pupils relate religious beliefs to the practises, lifestyles and attitudes of the religions explored learning to identify differences and similarities between religions.
	Reflect	pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions.
	Respond	pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions.
	Synthesise	pupils relate to the religious beliefs concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values, and way of living in the light of these.
Universal Human Experience	Reflect	pupils reflect on what they have learned and what these might suggest about common human values, responsibilities, and experience.
	Apply	pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.

**Context:** A reflective exploration of some of the big questions, beliefs, and concepts about life and what it means to be human, and how responses to these are expressed.

## 4.6. Key Stage 3: Engaging with Worldviews and Ultimate Questions in the Modern World:

Over the course of KS3, pupils will study:

Christianity and two other faiths, at least one from Dharmic traditions, (the agreed syllabus recommends Buddhism and Sikh) plus Humanism in depth with reference to other religious and non-religious worldviews as appropriate.

**The Agreed Syllabus is based on the expectation of a three-year KS3.**

**Context:** A critical engagement with ultimate questions and global issues, exploring, analysing, and responding to a range of responses to these.

**Core Questions:**

- What place do religions and worldviews have in the modern world?
- How do we make sense of life and the world?
- How do our responses to these questions influence the ways we live our lives?

Schools use the following enquiries to construct a curriculum appropriate to their pupils, bearing in mind the requirements of a broad and balanced curriculum and ensuring the due emphasis the syllabus places on Christianity (see page 4).

Schools can combine aspects of these enquiries to form school designed enquiries. These could be thematic explorations as per enquiries 1-12, or systematic studies of each religion or worldview separately, covering the questions contained in the thematic enquiries (but note that 11 & 12 require a range of worldviews), or a combination of both.

**Enquiries: (referring back to the Core Questions)**

- Does belief in 'God' still make sense? - Christianity, (Buddhism), Humanism.
- What is 'Truth' and why is it important? - Christianity, (Buddhism), rationalism.
- What is knowledge? – Christianity, (Buddhism), Humanism.
- What does it mean to be human? - Christianity, (Sikh), Humanism.
- Does science prove religion is wrong? - Christianity, (Buddhism), materialism.
- How do we decide what is right and wrong? - Christianity, (Sikh), Humanism.
- How can prayer and worship serve any purpose? - Christianity, (Buddhism), (Sikh), Humanism.
- Is it possible to make sense of evil and suffering? - Christianity, (Buddhism), Humanism.
- What do we mean by a just and fair world and is it possible to create one? - Christianity, (Sikh), Humanism.
- What responsibility do humans have towards the natural world? - Christianity, (Sikh), Non-religious worldviews.

- One truth or many? How can we live together with people with different worldviews? - Christianity, (Sikh), non-religious worldviews).
- Is religion still relevant? - Christianity, (Buddhism), (Sikh), Humanism).
- What does it mean to be a Christian in the modern world?
- What does it mean to be a Buddhist in the modern world?
- What does it mean to be a Sikh in the modern world?
- What does it mean to be a Humanist in the modern world?



Key Stage 3		
Learning Process		
Pupil experience	Identify	recognise which aspects of their own worldview arise out of responses to ultimate questions.
	Explore	ask thoughtful and searching questions about their own and other people's worldviews expressed in responses to ultimate questions.
	Contextualise	recognise and reflect on aspects of their own background and experience that have influenced the development of their worldview.
	Reflect	consider how their own worldview relates to those of others in the class and how and why they are similar or different.
Religious/worldview context	Investigate	pupils explore the concepts and ideas expressed in beliefs, practices and ways of living enshrined in institutional religion/worldviews.
	Contextualise	pupils relate different responses to and/or expressions of ultimate questions to differences of experience, interpretation, and practice within and between religions/worldviews.
	Reflect	pupils reflect on the concepts that underpin responses to ultimate questions in the context of institutional and personal worldviews
	Respond	pupils learn to evaluate religious responses to and expressions of ultimate questions using empathy and reasoned argument.
	Synthesise	pupils relate the religious responses to ultimate questions to their own experience and ideas and consider any similarities and/or differences and how these might/might not be significant.
Universal Human Experience	Reflect	pupils reflect on what they have learnt about concepts underpinning different responses to or expressions of ultimate questions and how these relate to our understanding of what it means to be a person.
	Apply	pupils apply what they have learned to their own experience and self-understanding and consider how, if at all, this might affect their self-understanding and their understanding of others.

**Context:** A critical engagement with ultimate questions and global issues, exploring, analysing, and responding to a range of responses to these.

## 4.7. Key Stage 4

**RE at Key Stage 4 is statutory for all pupils (see page 4) and what follows provides a choice regarding how the school can plan for an appropriate curriculum for its pupils.**

Students may either follow a specification from an accredited course in RE or RS from one of the recognised examination boards. It will be the school's decision whether all, some or none are entered for the actual qualification, though SACRE encourages schools to enable as many pupils as possible to gain accreditation for their work as this motivates students, celebrates their achievement, and raises the profile of the subject.

**Or**

follow the principles of this syllabus to provide a general course in Core RE, as set out below.

Schools may wish to enter all students for GCSE or another accredited course in RS or some for an option in GCSE RS alongside a Core RE programme based on this syllabus for everyone or all students following a Core RE curriculum based on this syllabus.

Buckinghamshire SACRE strongly encourages all Secondary schools to give students the option to follow an accredited course leading to a qualification at the end of their KS4.

**At KS4, (statutory core RE) pupils will explore:**

Christianity and two or three other worldviews in depth with reference to other religious and non-religious worldviews as appropriate

**Context:** A critical analysis of questions arising from and issues relating to religious and non-religious worldviews, analysing, and evaluating the impact they have on the modern world.

**Core Questions:**

- Is religion a positive or negative force in the world?
- What is our vision for the world?

**Principles for planning General RE at KS4:**

The Agreed Syllabus requires schools to provide students with the opportunity to:

- Understand the nature, role and significance of religion and belief in the world.
- Reflect on questions of meaning, purpose, and value.
- Formulate reasoned opinion/argument and handle controversial issues and truth claims.
- Enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

**All planned learning must:**

- Draw on the experience and ideas of the students.
- Relate to appropriate religious and non-religious worldviews content.
- Develop the students’ experience and ideas in relation to the religious content
- Ensure coherence and progression and a sense of challenging and worthwhile learning for KS4 students.

Over the course of the Key Stage, **students must be given the opportunity to enquire into each of the nine areas below**, though not necessarily in equal depth. The examples are for exemplification only and others may be pursued according to the interests and backgrounds of the students.

How do religion and belief influence individuals and communities?		
<p><b>Area 1</b> <b>Religion, belief, and the home</b></p> <p><i>For example:</i> Is it right to raise children in a religion? Does religion have anything worthwhile to say about families? ‘A family that prays together, stays together.’ How important are shared beliefs, practices, and values in a family?</p>	<p><b>Area 2</b> <b>Religion and belief in the community</b></p> <p><i>For example:</i> How do we combat prejudice and discrimination? What role do celebrations play in holding communities together? Is diversity something to be celebrated? How are religion and belief portrayed in the media?</p>	<p><b>Area 3</b> <b>Religion, belief, and the individual</b></p> <p><i>For example:</i> Does being religious mean losing your personal freedom? How free should people be to express their faith and/or belief? Does religious experience make sense?</p>
How do religion and belief respond to ultimate questions of identity, meaning, purpose and value?		
<p><b>Area 4</b> <b>Religion, belief, and moral values</b></p> <p><i>For example:</i> Are there any moral absolutes? Can there be morality without ‘God’? How can all faiths and beliefs live peacefully together?</p>	<p><b>Area 5</b> <b>Religion, belief, and human identity</b></p> <p><i>For example:</i> Are humans more important than other animals? What does it mean to be human? Is death the end? How are religion and belief portrayed in the media?</p>	<p><b>Area 6</b> <b>Religion, belief, and the cosmos</b></p> <p><i>For example:</i> Is science enough to explain life? Is God just ‘A concept by which we measure our pain’? Is there more to life than our physical existence?</p>

**What do religion and belief have to say about moral issues?**

<p><b>Area 7</b></p> <p><b>Religion and life issues</b></p> <p><i>For example:</i>          Should we be able to choose when and how to die?          Is Veganism the only hope for the future?          Turn the other cheek, or an eye for an eye?</p>	<p><b>Area 8</b></p> <p><b>Religion and relationships</b></p> <p><i>For example:</i>          Should religion define our attitudes to sexual relationships?          Is masculinity toxic?          Is family the building block of society?          If so, who decides what family life should be like?</p>	<p><b>Area 9</b></p> <p><b>Religion and global issues</b></p> <p><i>For example:</i>          Human Rights or human responsibilities?          Whose world is it anyway?          Is equality possible?</p>
--	---	---

Explored through a study of Christianity and two or three other worldviews in depth, of which one must be non-religious, and with reference to other religious and non-religious worldviews as appropriate.

#### 4.8. RE in the Sixth Form:

RE is required for all registered pupils in a school; this includes Sixth Form students. There is a variety of ways in which schools can ensure this provision and schools should choose the best option or combination of options to meet the needs of their students.

**Option 1** - A level Religious Studies

**Option 2** - AS Religious Studies.

**Option 3** - Discrete lessons of General RE (perhaps rotating with other aspects of general education).

**Option 4** - As part of a General Studies course.

**Option 5** - RE drop-down/workshop days.

RE in the Sixth Form is an opportunity to engage students at greater depth in issues to do with contemporary religion and belief in society, and approaching it from different disciplines such as philosophy, psychology, sociology, science, and literature. It prepares students for a greater understanding of the role of belief and culture in the modern world and enables them to develop more critical approaches to media and popular portrayals of faith, as well as faith issues themselves. It should enable discernment of truth, application of belief and synthesis of perspective.

The Agreed Syllabus Conference wishes schools to have the maximum curriculum freedom which current legislation on RE permits. To achieve this, schools may design their own units or use already existing work in RE or General Studies which the school has taught for a number of years. Alternatively, the work could be of a cross-curricular nature or work particularly suited to the local circumstances of the school.

**All non-examination, core RE in the Sixth Form must meet the requirements set out in the principles below. The expected minimum time for general RE in Year 12 is 10 hours over the year e.g., the equivalent of two-day conferences; in Year 13 is 5 hours – e.g., the equivalent of 1 full day or 2 half day conferences.**

Each learning experience or chunk of learning must meet the aims of the agreed syllabus (see 3.1) and:

- Draw on the experience and ideas of the students.
- Relate to appropriate religious, philosophical, ethical, and social content.
- Develop the students' experience and ideas in relation to the religious and philosophical content through exploring faith, belief, and worldviews from around the world.

Themes that schools may explore with their students might include:

- The nature of religion and its place in the modern world.
- Worldviews in the media and the arts.
- Religion, worldviews, and ethical issues.
- Religion, worldviews, and philosophy.
- Religion, science, and technology.
- Religion and worldviews in the news.
- Britain as a multi-religious, multi-secular society.

## 5. Progression and Assessment:

### 5.1 Progression

‘Challenging RE’ is designed to help teachers plan religious education that is appropriate to the needs and abilities of all pupils. It provides a structure and a language of progression to enable them to do this and to share it with their pupils. It will help with planning, assessment for learning and assessment of learning. Above all, regardless of the ability of the pupil, it enables teachers to construct meaningful learning experiences for, and develop higher order thinking skills in, their pupils. The structure that follows consists of separate sections to help teachers help their pupils make progress in their religious education, to see what they will have done in earlier stages of learning and what they will be expected to do in later stages.

Progression is reflected in different ways within the Agreed Syllabus:

1. The **aims** of the Agreed Syllabus help planning age-appropriate learning (puts key stage learning into context).
2. The development of learning in RE through the **learning process** for each key stage; (helps make expectations clear to pupils).
3. Non-statutory **End of Key Stage Statements** to help with reporting and clarifying expectations. These might help, for example, where a school uses such methods as ‘Working towards, at and beyond’.

Progression is about planning learning experiences that will challenge pupils appropriately so that they gain in skills and attitudes as well as in knowledge and understanding. These structures, taken together, will help teachers to identify where pupils are and plan appropriate ways of moving them on in their learning. It is important that all aspects of progression are considered in medium term and lesson planning so that pupils gain maximum benefit.

### 5.2 Assessment

Assessment is a statutory requirement of the Agreed Syllabus. Schools are required to report pupil attainment and progress to parents annually in all subjects including RE, in line with DfE requirements. We encourage schools to use the progression statements and end of Key Stage statements to measure and report progress, but schools should adapt this to their whole-school assessment and reporting policy as far as is practicable. RE should be no different from any other subject in terms of assessment.

High-quality assessment in RE uses assessment sufficiently, but not excessively. Most assessment should be formative (assessment for learning) and there should be no more than 5 formal summative assessments (assessment of learning) across each of Key Stages 2 and 3, and fewer in Key Stage 1. Most assessment should be through tasks and quizzes planned into the learning itself rather than end of unit assessments/tests.

**Please note that there are aspects of RE, such as personal development and personal beliefs and attitudes, that cannot and should not be assessed in themselves.**

### 5.3 Progression through the aims of the Agreed Syllabus

Aims	Key Stage 1 pupils	Lower KS2 pupils	Upper KS2 pupil
<p>To understand the nature, role and influence of religion and worldviews locally, nationally, and globally, pupils:</p>	<p>Show basic knowledge and understanding of Christianity and at least one other faiths and worldviews, exploring similarities and differences between them.</p>	<p>Consider the nature and interpretation of sources of authority in Christianity, other faiths, and worldviews.</p> <p>Explore similarities and differences within religions and worldviews.</p>	<p>Understand what it means to be religious, and the influence religions and worldviews have on individuals and communities.</p> <p>Consider different responses to ultimate questions</p>
<p>To reflect on questions of meaning, purpose, and value pupils:</p>	<p>Reflect on personal experience and say how it is linked to feelings and opinions.</p> <p>Appreciate the experiences, feelings, and opinions of others.</p>	<p>Think about what influences our beliefs and lifestyle and the way we see things.</p>	<p>Explore different religious and non-religious beliefs about meaning, purpose and value.</p>
<p>To formulate reasoned opinion and argument pupils:</p>	<p>Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.</p>	<p>Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.</p>	<p>Show awareness of the ways beliefs influence attitudes, way of life and behaviour.</p> <p>Express and justify their own beliefs and opinions and listen sensitively to those of others.</p> <p>Distinguish between valid and invalid arguments.</p>



Aims	Key Stage 3 pupils	Key Stage 4 pupils
<p>To understand the nature, role and influence of religion and worldviews locally, nationally, and globally, pupils:</p>	<p>Analyse and think critically about religious and other beliefs and practises and different interpretations of these</p> <p>Evaluate the benefits and challenges of living in a multi faith and diverse society</p>	<p>Analyse and evaluate the significance of religion and worldviews in the modern world</p>
<p>To reflect on questions of meaning, purpose, and value pupils:</p>	<p>Raise and explore the ultimate questions which are contained in religious beliefs and practices and non-religious worldviews.</p> <p>Develop personal responses to ultimate questions in the light of their own and others' experiences and beliefs.</p> <p>Relate a range of textual sources and narratives to beliefs, practices, and ultimate questions, showing understanding of different interpretations.</p>	<p>Reflect on their own and others' responses, religious and secular, to ultimate questions, analysing the impact these can have in the world.</p>
<p>To formulate reasoned opinion and argument pupils:</p>	<p>See things from other peoples' perspective.</p> <p>Build valid arguments using questions, interpretation, reasoning, and justification.</p> <p>Analyse strengths and weaknesses in arguments/stances to arrive at independent conclusions.</p>	<p>Evaluate the impact these responses can have in the world considering the strength or otherwise of different views and responses.</p> <p>Hypothesise about the impact that different beliefs, attitudes, and lifestyles might have on others and the world.</p>

## 6. Inclusion and children with Special Educational Needs

The Buckinghamshire Agreed Syllabus is the RE entitlement of all pupils in maintained schools and therefore supports the principles of inclusion as set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

As the subject-matter of RE sometimes raises sensitive issues, it is important that teachers are aware of, and sensitive to, the background and personal circumstances of their pupils.

It is expected that teachers of pupils with special educational needs will modify the RE provision to meet the needs of the children. This includes meeting the challenges of the most able pupils.

The guidance that follows for Special Schools may also prove helpful to teachers of pupils with special educational needs in mainstream schooling.

### 6.1 RE in Special Schools.

Pupils in special schools are referred to in the Education Act 1993, which states:

*'Every pupil attending a special school will, so far as is practicable....receive religious education unless the child's parents have expressed a wish to the contrary. It is for schools to decide what is practicable but, in general terms, the Secretary of State would expect the question of practicability to relate to the special educational needs of the pupils and not to problems of staffing or premises.'*

Teachers of children with special educational needs will broadly need to follow the three core principles outlined below:

- Be sensitive to and meet the needs of the individual child.
- Set challenging tasks but have realistic expectations of what she/he can do and celebrate this.
- Make the pupils' experience of RE meaningful taking account of their special educational need.

Some pupils will be able to work factually but not relate to feelings and meanings.

Others will find factual detail confusing and will need a more sensory and experiential approach in their RE lessons.

For some, using 'stilling' activities for quiet reflection and to deepen imagination may be appropriate.

Some will require low-stimulus and others a multi-sensory approach will be helpful, using music, art, costume, or persona dolls.

For many, the use of story and narrative expressed in a range of contexts will be helpful.

Wherever possible, engagement with people and places will enhance their learning experience.

It is up to the teacher's professional judgement and personal knowledge of the child to decide how best to meet the needs of individual pupils. For example, pupils with Educational and Behavioural difficulties will have short concentration spans and so will not cope with extensive reading, research, and writing. The school may well decide it is more fitting to have short sessions more frequently during the week – the 'little and often' approach. A more active and varied lesson will help these pupils gain from their experience of RE.

It is suggested that teachers use resources that best meet the needs of the child. Where pupils have difficulties with factual knowledge, books should be used sparingly. Artefacts that stimulate the senses, role-play, social stories, and careful use of visits and visitors will prove more effective.

The teacher should choose appropriate content from the units of the Syllabus. For example, in Rites of Passage (KS2), birth and marriage may be nearer the pupils' own experience than initiation rites. Again, the teacher's professional judgement and personal knowledge of the pupils will come into play.

Similarly, studying more than one religion may overload some pupils with facts, so if appropriate, only one religion may be studied. (NB care must then be taken to ensure that the school meets the statutory requirement that Christianity should predominate, but that other religions are studied.)

## **Non-Statutory Appendices (to be created by the Agreed Syllabus Committee)**

Appendix 1. Progression tables

Appendix 2: Different approaches to learning and teaching in RE

Appendix 3: Concepts in RE

Appendix 4: Conceptual Creativity

Appendix 5: Planning in RE

Appendix 6: Non-statutory Guidance Early Years Foundation Stage

Appendix 7: Non-statutory Guidance Key Stage 1

Appendix 8: Non-statutory Guidance Lower Key Stage 2

Appendix 9: Non-statutory Guidance Upper Key Stage 2

Appendix 10: Non-statutory Guidance Key Stage 3