

THE AIMS OF THE SYLLABUS are for pupils;

- To develop religious literacy
 - To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom
 - To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures
 - To develop attitudes of respect towards other people who hold views and beliefs different from their own; living in a society of diverse religions
 - To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented in Cambridgeshire, Northamptonshire, Peterborough and Rutland and the United Kingdom
-

Religions deal with some of the most profound and difficult questions in human life, questions such as: -
What is the purpose of life?
How should people treat each other?
How do we explain and cope with death and suffering?

Religions approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Religious Education must take account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

To do this RE needs
to develop pupils' skills,
to enable them to ask questions,
to discover information, to approach new material with empathy, and
to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

Throughout the RE curriculum pupils should be encouraged to **explore** religions, **engage** with their knowledge, and **reflect** on their learning and their lives.

All content in the WHAT TO TEACH column is statutory and therefore must be taught.

Each Key Stage builds upon the one before, so by the time pupils reach the end of KS3, they should have had the opportunity to receive a broad, inclusive religious education.

Teachers should consider the religious makeup of the pupils in the classroom and the whole school when deciding on which religions to look at and in which order.

Christianity will be studied in all Key Stages.

The choice of which other religion to study in KS1 should be dependent on the school cohort and local demographics.

However, by the end of KS2 all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism and a secular world view (humanism) must have been studied.

In KS3, building on KS2, all major religions and a secular world view must have been studied in greater depth.

It is desirable that all schools visit a church and should make all efforts to visit religious buildings of other faiths. Visitors from different faiths and world views should be encouraged to visit all schools. When neither visits nor visitors are possible then the use of virtual tours and resources are recommended.

The aims of this syllabus are supported by none statutory guidance including, progressions on individual religions and world views, exemplar lesson plans and relevant topics for Key Stages, and

Assessment Criteria written by your SACRE, together with teacher training sessions, RE newsletters, Cambridgeshire Knowledge Hub together with links to other web based materials.			
	WHAT TO TEACH	APPROACH	ENTITLEMENT
EYFS	Will follow EYFS framework. Minimum 30hrs teacher lead activities		
KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
KS2	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year
KS3	Christianity and five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion.	Equivalent of 45hrs in a school year
KS4	Students will follow a course which may lead to a public examination in RE or explore (in specific curriculum time)	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion	5% curriculum time

	topic based learning relating to local and international issues paying attention to their religious dimensions. Explore the connections between RE and other subject areas.		
KS5	A religious text, concept or view point, leading to a public examination or an RE specific enrichment project or equivalent supporting them in their further educational needs.	Examinations, enrichment curriculum time.	Flexible programs which, whilst avoiding tokenism, may include units of study, day conferences and work integrated with other subjects
<p>AT1 - LEARNING ABOUT RELIGION AND BELIEF- Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p>AT2 - LEARNING FROM RELIGION AND BELIEF Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studies.</p> <p>Schedules for measuring assessment (statements) are in the supporting materials.</p>			

RE AND THE WIDER SCHOOL CURRICULUM

The study of **SMSC, British Values and Community Cohesion** focuses on preparing pupils for life in the 21st century, engaging pupils in a contemporary and relevant context.

RE develops pupils' knowledge and understanding of Christianity, other religious traditions and secular world views and explores their responses to life's challenges. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. This gives pupils the knowledge and skills to flourish both within their own community and as in a diverse and global society.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study.

Although RE contributes to these other subjects it must not be defined by or confined to them.

WHAT DOES IT MEAN TO BE 'RELIGIOUSLY LITERATE'?

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. The importance of being religiously literate is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Easy fluency in talk about religion and belief is the goal. But it is also a method which is rooted in education. A crucial aspect of religious literacy is school RE.