

Appendix A – Framework version 4

The aims of the Syllabus;

- 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 of 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

The syllabus has three areas of understanding/ fields of enquiry which are the same for each key stage; Janet Scott to review this section to ensure it is supportive of AT2

- **Beliefs and Practices** – How and why of religious and non-religious beliefs and practices
- **Belief, Identity and Values** – How beliefs, identity and values can be identified in everyday life for those with religious and non-religious beliefs.
- **Belief, Meaning and Purpose** – How are faith and beliefs are expressed.

An exploration of key religious dimensions of

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

will give pupils the tools and knowledge to build their own understanding of belief systems and to develop as religiously literate people.

The aims of the syllabus are supported by guidance notes on individual religions and world views, lesson

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plans, units of work, progression/attainment measuring tools written by your SACRE and.....what else???? which accompany this syllabus, together with teacher training sessions, RE newsletters, Knowledge Hub together with links to other web based materials.

All content in the Areas of Understanding **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.

Christianity will be a focus for all Key Stages. The choice of which other religion to study in KS1 should be dependent on the school cohort and local demographics. Teachers should consider the religious makeup of the children/students in the classroom and the whole school when deciding on which religions to look at and in which order. However, by the end of KS2 all major religions and a secular world view ~~will~~**must** have been studied. **In KS3 and building on KS2, all major religions and a secular world view must have been studied in greater depth and this is the same for KS3.**

Primary schools should focus on local religious figures, communities and buildings. It is desirable that all schools visit a church and should make all efforts to visit religious buildings from 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.

	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 children to choose one	Experiential and enquiry approach. Starting with family, neighbourhood and	Minimum of 36hrs in a school year

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	or more other faiths.	special times. Concentrating on the similarities of religions	
KS2	Christianity, and five other world religions and humanism. Acknowledgement of other non-religious world views including	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 non religious world views. Looking at similarities and starting to acknowledge differences between religions.	Minimum of 45hrs in a school year
KS3	Christianity and five other world religions and humanism	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion.	Equivalent of 45hrs in a school year
KS4	Students will either take follow a course which may lead to a GCSE in RE or explore (in specific curriculum time) topic based relating to local and international issues paying attention to their religious dimensions. Explore the connections between RE and other subject areas.	Experiential and enquiry approach. With doctrinal and philosophical aspects of religion	5% curriculum time
KS5	A religious text, concept or	Examinations, enrichment	Flexible programs which, whilst

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	view point, enrichment projects.	curriculum time.	avoiding tokenism, may include units of study, day conferences and work integrated with other subjects
<p>Progression</p> <p>Teachers will find a in the supporting materials, schedules against which progress in learning in each religion and world view can be measured for each Key Stage.</p>			
<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 Attainment (statements) are in the supporting materials.</p>			
<p>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</p>			

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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.

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.