



Torbay 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- The importance of RE

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. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. 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.

(National Curriculum Framework for Religious Education, 2013: RE Council)

RE: A legal requirement

This Agreed Syllabus forms the legal requirement for Maintained Community and Voluntary Controlled schools and Trust and Foundation Schools without a religious designation in Torbay.

Religious Education is a statutory subject of the curriculum of maintained schools. Academies and Free Schools are contractually required, through the terms of their funding agreements, to make provision for the teaching of RE to all pupils on the school roll, not withdrawn by their parents (Education Act 1996, Academies Act 2010).

The law requires that locally Agreed Syllabuses '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' (Education Reform Act 1988, Education Act 1996). This means that from the ages of 5 to 19 pupils in schools to which this syllabus applies must learn about Christianity, in the main, and the other principal religions represented in Great Britain, which in this Agreed Syllabus are identified as: Buddhism, Hinduism, Islam, Judaism and Sikhism. Academies and Free Schools without a religious designation are funded to provide religious education which would conform to the definition of RE in the 1988 Education Reform Act and the 1996 Education Act. Boards of Directors of Academies and Free Schools, including Academy Chains and Multi-Academy

Trusts, may adopt this syllabus to meet that requirement in their Funding Agreement with the Secretary of State and the Education Funding Agency.

All schools, irrespective of their religious designation, need to recognise the diversity of the United Kingdom of Great Britain and the importance of learning about its religions and worldviews, including those with a significant local presence.

It is the expectation of this Agreed Syllabus that religious education should be given a minimum of 5% of discrete curriculum time throughout Key Stages 1 to 3, as the syllabus cannot be effectively delivered in less time than this. This would approximate to 36 hours per year at Reception and Key Stage 1 and 45 hours per year at Key Stages 2 and 3. Where pupils are following accredited courses it is essential that schools provide the time stipulated by the Awarding Body in the specification (usually 70 hours per year at GCSE RS full course and considerably more for A level RS).

Where pupils at Key Stage 4 and 6th Form are not following an accredited course the expectation of the Syllabus is that RE would take 45 hours per year at KS4 and 20 hours per year at 6th Form.

Attainment target

Engaging with Religions and World Views.

This syllabus directs that through this ‘engagement’ pupils will “*learn about*” and “*learn from*” religions and worldviews.

**Beliefs,
teachings,
sources of
wisdom and
authority**

Ways of Living

**ENGAGING WITH
RELIGIONS AND
WORLDVIEWS**

Expressing Meaning

Identity;
Diversity
And
Belonging

Questions of Meaning,
purpose and Truth

Values and
Commitments

The Attainment target **Engaging with Religions and worldviews** brings together the two commonly used attainment targets – **AT1 Learning about Religion** and **AT2 Learning from religion**. “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 assessing progress, further advice and guidance will be made available.

Religious Education:

Effective RE

- 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 pupils 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, societies and cultures
- offers opportunities for personal reflection and spiritual development
- encourages pupils to learn from different religions and world views while exploring their own beliefs and questions of meaning and purpose
- challenges pupils to reflect on, consider, analyze , interpret and evaluate issues of truths, beliefs, faith and ethics and communicate their responses
- encourages a sense of identity and belonging, and enables pupils 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 understanding, 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

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 worldviews gain far greater 'traction' with learners when they are seen in the context of their own world.

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 and therefore is a requirement in Reception classes. It is essential that RE in the Foundation Stage is not seen as a discrete subject¹ but as a contributor to the areas of learning, especially **in the prime areas of**

- **Personal, Social and Emotional Development**
- **Communication and Language**

and the **specific areas of**

- **Understanding the World**
- **Expressive Arts and Design**

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.

¹ In Reception RE must be clearly identified in teachers' planning as parents have a right to withdraw their child. Such withdrawal may not negatively impact on the other legal requirements of the Foundation Stage.

Personal, social and emotional development:

Children begin to

- respond to significant experiences showing a range of feelings when appropriate.
- 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, 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.
 - visit local places of worship and talk about why they are important for some people.
- 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, talk about their ideas of what is fair and unfair, and how to behave towards each other.
- think about issues of “right” and “wrong.”
- consider the consequences of their words and actions for themselves and others.
- using story as a stimulus, 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.
- 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, handle sensitively a religious object and talk about why it might be special for some people, showing respect.

Communication and language:

Children begin to

- 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, 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, learn new words associated with the place, showing respect.
- use 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, talk about the special events associated with the celebration.
- retell narratives in the correct sequence, drawing on language patterns of stories.
- identify and talk about the sequence of events in a story about love and forgiveness.

Understanding the World:

Children begin to

- investigate objects and materials by using all of their senses as appropriate.
- find out about and identify some features of living things, objects and events they observe.
- using religious artefacts as a stimulus, think about uses and meanings associated with the artefact.
- visit a place of worship and explore different methods / explore relevant foods using senses
using appropriate software find out about special events in religious traditions
- investigate past and present events in their own lives, and in those of their families and other people they know.
- talk about important events such as the birth of a baby and how, for some people, this is celebrated by a religious ceremony.
- explore their environment and talk about those features they like and dislike.
- using stories from religious traditions as a stimulus, talk about the importance of valuing and looking after the environment.
- begin to know about their own cultures and beliefs and those of other people.
- through artefacts, stories and music, learn about important religious celebrations.

Expressive Arts and Design:

Children begin to

- use their imagination in art and design, music, dance, imaginative play, role- play and stories
- in response to story, music, art and dance from religious traditions, create their own simple dance and role-play to recreate key elements of the story.
- respond to different experiences
- respond in a variety of ways to what they see, hear, smell, touch and taste.
- on visiting a place of worship, talk about and share their experiences and memories of the place, using a variety of media.

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. Children 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, in the main, Christianity and one other religion chosen by the school as well as considering other worldviews (where appropriate).

Key Stage 1: Core Enquiries

Introduction

These enquiries take the form of a key question followed by a series of supplementary questions that provide the structure and direction of the individual enquiry. Together the enquiries are designed to engage children in both learning about and from religions and worldviews. The experiences/opportunities provide guidance on the kinds of learning experiences children at Key Stage 1 should encounter.

NB Where themes are stated e.g. Believing/Story these refer to the themes used in the previous Agreed syllabus published in 2007.

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?

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.

Key stage 2

At Key Stage 2 pupils 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 pupils study, in the main, Christianity along with Hinduism, Judaism and Islam and a non-religious world view such as Humanism with the possibility of studying the Baha'i Faith. The study of religions and a worldview at this Key Stage should be more systematic than at Key Stage 1. This will enable pupils to identify key beliefs and practices in the religions and worldview studied with an appreciation of their importance for the people of Torbay.

Key Stage 2: Core Enquiries

Introduction

These enquiries have been shaped to form a key question followed by a series of supplementary questions that provide the focus and structure for each enquiry. The emphasis is on developing the skills of investigation and enquiry and effectively engaging children in their learning in RE. The experiences and opportunities provide guidance on the types of learning encouraged for Key Stage 2 children.

N.B. Where themes are stated e.g. Beliefs and Questions these refer to the themes published in the previous Agreed syllabus in 2007

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, e.g. 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? Key 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, Bah'ai 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?

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

At Key Stage 3 pupils revisit prior learning in RE, applying their learning to the key enquiries 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. They study the nature of religion and consider the different ways in which religions and worldviews are studied. They evaluate the impact of religions and beliefs in the contemporary world.

At Key Stage 3 pupils extend their knowledge and understanding of Christianity. They also must study THREE religions during the Key Stage, which are chosen from: Buddhism, Hinduism, Islam, Judaism and Sikhism. They must also learn about a range of non-religious worldviews. When planning RE teachers must enable pupils to consider how local, national and global contexts affect religions and worldviews as systems of belief and practice. How schools do this is a matter for the professional decisions made by teachers but it is clear that RE must be clearly identifiable in the school's curriculum, including which religion and worldview is to be taught and when, to enable parental withdrawal (School Standard and Framework Act 1998). Schools may wish to teach religions and worldviews systematically or thematically, or a combination of both, to ensure the best outcomes for pupils in relation to their attainment in religious education.

Key Stage 3: Core Enquiries

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 opportunities/experiences provide guidance on learning activities.

NB Where themes are stated these e.g. Beliefs and concepts these refer to the themes used in the previous Agreed syllabus published in 2007

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?

This enquiry explores how religions express values and commitments in a variety of creative ways
Theme: Authority

(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? [B&F]

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?

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 (e.g. art, dance, drama and creative writing) to communicate their ideas and responses creatively and thoughtfully
- understanding the connections between religious education and other subject areas, such as the arts, humanities, literature and science.

Religious Education 14-19

Unlike other national curriculum subjects, Religious education remains a statutory requirement for all students at this stage. Pupils have an entitlement to follow an accredited course in RE and sufficient time must be available to meet the requirements of courses provided. Students in this awarding key stage should:

- demonstrate increasing and mature religious literacy
- be fully prepared for life in a multi-cultural and diverse Great Britain
- carefully evaluate the roles and functions of religions and beliefs in the contemporary world
- produce thoughtful, in-depth and well substantiated evidence to support their personal viewpoints, demonstrating a clear grasp of key religious beliefs, teachings and ideas
- understand how religion and beliefs are studied by academics using a variety of approaches, such as theological enquiry, phenomenological and anthropological approaches and textual studies. This should include contemporary research into the changing nature of religion and belief in Great Britain
- understand the nature and importance of ethical thinking and its impact on legislation and personal decisions that people have to make in an increasingly complex and diverse world.

The recent Ofsted report on Religious Education: **Realising the potential (2013)** highlighted the following key features that religiously literate students would demonstrate. These include:

- an ability to offer informed responses to a range of profound religious, philosophical or ethical questions
- an understanding of the way in which the beliefs, practices, values and ways of life of specific religions and non-religious world views are linked
- an understanding and interpretation of the distinctive nature of religious language
- a deepening understanding of the diverse nature of religion and belief in the contemporary world
- a more sophisticated understanding of the impact, both positive and negative, that religion and belief can have on individuals and society.

Appendix 1 A guide to the key “ driving” words in RE which characterise attainment in RE at each level

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 and explain them	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	Synthesise, justify in depth, critically evaluate Justify views in depth, contextualise, analyse coherently and logically	Comprehensive religious and philosophical vocabulary

Appendix 2

An Enquiry Approach to Religious Education

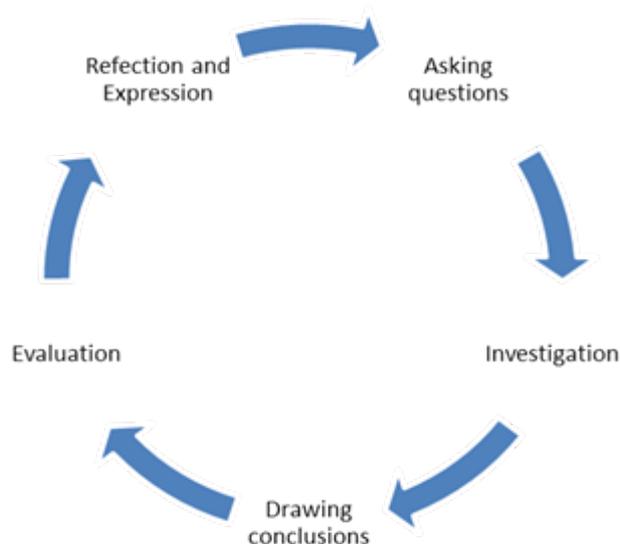
This syllabus makes an Enquiry based approach central to the development of learning.

Previously, the extensive schemes of work (see 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.

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 the appendix 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, as children and young people, belong to a Torbay 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 their findings and conclusions

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 pupils 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 must reflect the depth of their learning and attainment.