

AGREED SYLLABUS FOR RELIGIOUS EDUCATION

**of
The London Borough of Sutton**

**Produced for the borough by the Agreed Syllabus
Conference of the Sutton Advisory Council on
Religious Education
December 2006**

CONTENTS OF THE SUTTON AGREED SYLLABUS FOR RELIGIOUS EDUCATION

FOREWORD

- 1. LEGAL FRAMEWORK FOR RELIGIOUS EDUCATION**
- 2. THE SUTTON EDUCATIONAL CONTEXT**
 - **The Statutory Requirements applied to Sutton**
 - **Equal Opportunities**
 - **Pupils' Development**
- 3. AIM OF RELIGIOUS EDUCATION IN SUTTON**
- 4. GUIDELINES FOR USING THE SYLLABUS**
 - **Concepts in Religion and Religious Education**
 - **Skills and Processes used in Religious Education**
 - **Attitudes in Religious Education**
 - **Differentiation, Assessment, Recording and Reporting**
- 5. GUIDELINES FOR EARLY YEARS**
- 5a INTER-FAITH DIALOGUE**
- 5b NON-RELIGIOUS LIFE STANCES**
- 6. OVERVIEW OF KEY STAGES 1, 2 AND 3**
- 7. CONTENT FOR KEY STAGE ONE**
- 8. CONTENT FOR KEY STAGE TWO**
- 9. CONTENT FOR KEY STAGE THREE**
- 10. CONTENT FOR KEY STAGE FOUR**
- 11. POST SIXTEEN RELIGIOUS EDUCATION**
- 12. FAITH COMMUNITIES' WORKING GROUP REPORTS (SCAA)
(previously distributed in 1996) Not part of this version**
- 13. GLOSSARY OF TERMS (SCAA)(previously distributed in 1996) not
part of this version**
- 14. ACKNOWLEDGEMENTS**

Foreword

This Agreed Syllabus for Religious Education was first implemented in schools in September 1996. It was revised in 2001. There is a legal requirement to review agreed syllabuses every 5 years and this revised version, will replace the original in January 2007.

The SACRE has taken into account the ideas and further guidance published by the Qualifications and Curriculum Authority (QCA) in their Non-statutory National Framework for Religious Education (2004) and where appropriate these have been indicated and suggested throughout.

Thanks must be given to the Working Group of the Agreed Syllabus Conference who gave up their own time to help revise the syllabus.

The SACRE will allow schools reasonable time to implement any changes that they need to make to school schemes of work for RE but hope that the changes will require minimal alterations.

No changes have been made to the Programmes of Study but there are additional suggestions in the Learning Experiences for Christianity. New guidance sections have been included about non-religious life stances and inter-faith dialogue. Some additions have also been made to the Early Years section.

The content should enable RE to be taught in the time suggested in DfES guidance which has not been updated.

Signed
Lal Hussain MBE
Chair of SACRE

SECTION 1

THE LEGAL FRAMEWORK FOR RELIGIOUS EDUCATION

The statutory requirements for the delivery and inspection of Religious Education in schools are to be found in the Education Act 1944, 1981 and 1993, the Education Reform Act 1988, and the Education (Schools) Act 1992. The Further and Higher Education Act 1992 includes requirements regarding the provision of Religious Education and Collective worship in further education institutions. The Office for Standards in Education (OFSTED) inspects the school's own self-evaluation of Religious Education and also carries out selective HMI Inspections of RE.

Since 1944 each syllabus for Religious Education has been determined locally. This remained the case with the introduction of the National Curriculum under the Education Reform Act (ERA) 1988 which states that Religious Education, although not part of the National Curriculum, is part of the basic curriculum and has equal standing in relation to National Curriculum subjects within a school's curriculum.

The statutory requirements for Religious Education at maintained schools - a summary

- Religious Education must be provided for all registered pupils on the school roll - this includes those in reception classes through to the sixth form. It does not include nursery schools or nursery classes in primary schools.
- Parents may withdraw their children from Religious Education lessons.
- Teachers may exercise the right not to be required to teach Religious Education.
- At community and foundation schools without a religious character the subject must be taught in accordance with a locally agreed syllabus prepared by the Agreed Syllabus Conference, which is then recommended to the Local Authority (LA) who may accept it as the syllabus for Religious Education to be followed within their area.
- Denominational voluntary schools and foundation schools with a religious character are not required to use the Agreed Syllabus.
- The Religious Education provided in compliance with the Agreed Syllabus must not be denominational in character but it is permissible for teaching about denominational differences to take place.
- Section 8 of the ERA 1988 requires that an Agreed Syllabus published subsequently to the Act must "reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain". The Education Act 1993 places the requirement on Local Education Authorities to institute a review of its locally agreed syllabus within five years of its last review and every five years subsequently.
- Section 1 of the ERA 1988 identifies the status of Religious Education as part of the basic curriculum. Religious Education is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements. Agreed Syllabus Conferences can develop these and recommend their inclusion in the syllabus to the Local Authority. (This Agreed Syllabus for Religious Education includes programmes of study and assessment indicators with guidance on their use).
- Under the requirements of the Education (Schools) Act 1992 and subsequent legislation, Religious Education is subject to inspection arrangements.

SECTION 2

THE SUTTON EDUCATIONAL CONTEXT

1. The statutory requirements applied to Sutton

This section explains how the legal requirements for Religious Education apply to the different types of schools found within the London Borough of Sutton.

Locally Managed (LA) Community and non-religious Foundation schools

For all schools in this category the revised Agreed Syllabus applies from January 2007. Each school will need to develop its own schemes of work based on the Key Stage content laid down in the Agreed Syllabus. Changes in provision required by the revised Agreed Syllabus should be completed within a reasonable period after January 2007. Significant transitional arrangements, where necessary, must be approved by SACRE.

Voluntary (Church) schools and religious Foundation schools

These schools will continue to use their own Diocesan guidelines for Religious Education but may wish to use aspects of this syllabus for developing specific pieces of work.

Special Schools

The regulations regarding these schools are to be found in the Education (Special School) Regulations 1994. These require that:

“so far as is practicable, every pupil should receive religious education and attend religious worship (collective worship); or will be withdrawn from attendance at such worship or receiving such education, in accordance with the wishes of the pupil’s parent”.

This means that a child can be withdrawn from Religious Education if its parents wish, otherwise the school will provide Religious Education “so far as is practicable”. The SACRE is aware that this allows special schools and teachers of pupils with learning difficulties in mainstream schools to adapt the syllabus content to suit the age, aptitude attainment and specific needs of the individual pupil.

Schools therefore need to work from the key stage programmes that best suit their pupils and also adapt specific areas of study to set suitable learning challenges. For some pupils a more “sensory” approach to RE will be suitable and allow the child to experience the senses, emotions and feelings linked to specific religious content. The different natures of the three special schools in Sutton will require different approaches to suit the needs, abilities and aptitudes of the pupils. Each school should draw up a Religious Education Curriculum document, based on this Agreed Syllabus and related to the specific learning needs of the children in the school.

2. Inclusion of Pupils with Special Educational Needs and Learning Difficulties

Many pupils with learning difficulties will find abstract concepts difficult therefore the starting point for RE should always be based on their personal and immediate experiences in order to be of relevance and have meaning. Schools will need to respond to pupils’ diverse learning needs.

The use of artefacts, quality pictures, video, audio, CD-rom, DVD and visitors will allow wide access to the RE curriculum for individuals and groups.

Learning experiences should allow for the development of the following skill areas;

- Observation – seeing and describing without supposition
- Enquiry – finding out more about relationships and the world around them
- Reflection – thinking about an action, belief or considering meaning
- Evaluation – making considered judgements and applying insights

The Themes and Human Experience columns should allow schools to plan for learning experiences that will initially bring about an emotional response and for some pupils will lead toward a more intellectual response. Teachers should feel free to develop work in a flexible way from the programmes of study and to adapt content to the specific needs of the pupils.

Using a sensory approach may help pupils to work towards Key Stage 1 programmes of study and lay foundations for spiritual, moral, social and cultural development. This can be done through exploring sound, touch, smell, movement, taste and sight.

3. Equal Opportunities

Attention is drawn to the Sutton LA Policy Statement on Equal Opportunities in the Curriculum. Religious Education should seek to ensure that it promotes respect, mutual understanding and tolerance for those who adhere to different faiths and those unable to accept a religious faith. Pupils need to recognise, understand and respect diversity of values in order to determine and justify their own religious or secular position. In this context the place of teaching about Christianity and the other principal religions in Great Britain is safeguarded and legally enforced through the London Borough of Sutton's Agreed Syllabus for Religious Education.

Religious Education alongside other parts of the curriculum should enable and help pupils in their understanding of religion within a multi-cultural context, as well as playing a vital part in dispelling ignorance and promoting religious, cultural and racial understanding. All of these ideals are embodied in equal opportunities policies.

4. Pupil's Development

The Education Reform Act (1988) requires a balanced and broadly based curriculum which:

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life (section 1(2)).

The spiritual, moral, social and cultural development of pupils must be viewed within the context of the whole curriculum and the life of the school. All curriculum areas should enable pupils to reflect on the purpose and meaning of life.

In Religious Education pupils should be encouraged in their personal development:

- to understand more about the relationship between personal beliefs and social and cultural groups;
- to come to terms with ethical issues and personal values;
- to discover the particular influence of religion on society and how this affects the way communities evolve, and to consider their place within in;
- to learn about the ways in which religion has influenced culture and its development and learn how this relates to their own experience.

The Spiritual, Moral, Social and Cultural (SMSC) development of pupils is also an integral part of PSHE and Citizenship work in schools. PSHE/Citizenship frameworks are part of the curriculum at Key Stages 1 & 2 from September 2000. They have non-statutory guidelines (QCA) which clearly show the SMSC development in these areas.

Citizenship became a statutory subject of the National Curriculum at Key Stages 3 & 4 in September 2002 and alongside PSHE forms the substantial curriculum for pupil's development in attitudes and values as part of their personal development. SACRE have published separate guidance on the place of RE and Citizenship/PSHE.

The government also views the Healthy School Standard as the best way of ensuring that the personal development of every pupil is addressed in a comprehensive and structured way.

The QCA has published several guidance documents for these areas and the links to pupil's SMSC development is the underlying rationale in the introduction to the National Curriculum 2000.

SECTION 3

AIM OF RELIGIOUS EDUCATION IN SUTTON

The aim of Religious Education in Sutton is for pupils to **learn about** religion and **learn from** religion. These two elements are the attainment targets for Religious Education and they show what pupils should attain in RE at each key stage of learning and follow the model of the National Curriculum.

The attainment targets have been incorporated into each unit of work and its associated programmes of study. They are also addressed in the Assessment Indicators at the end of each unit. Non-statutory QCA publications can also be referenced to assist teachers in their assessment of these attainment targets. (Religious Education-Non-statutory guidance on RE, QCA 2000).

The aims should be achieved through the provision of learning opportunities related to pupils developing:

- an exploratory and reflective approach which enables them to continue in or come to their own beliefs, or reject a religious approach to life on the basis of knowledge, thereby supporting them in their own personal search and enquiries about life;
- a knowledge and understanding of Christianity and the other principal religions and non-religious life stances represented in Great Britain;
- an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
- an ability to make reasoned and informed judgements about religious and moral issues;
- a positive attitude towards other people respecting their right to hold different beliefs from their own and towards living in a society of diverse religions;
- an enhancement of their Spiritual, Moral, Social and Cultural development.

Christianity will be taught for the majority of RE time in each key stage. This will ensure that Christianity is taught throughout each key stage and that the syllabus will 'reflect the fact that the religious traditions in Great Britain are in the main Christian.....'.

Section 8.3 ERA 1988.

SECTION 4

GUIDELINES FOR USING THE SYLLABUS

CONCEPTS, SKILLS AND ATTITUDES IN RELIGIOUS EDUCATION

The Agreed Syllabus specifies the knowledge and content to be taught at each key stage. The concepts, skills and attitudes that are implicit in the content, are areas that teachers need to be aware of in order that their specific teaching programmes take these into account. Attention should be given to the concepts, skills and attitudes that pupils will need to understand, acquire and develop in order to gain a rounded and fuller experience of what will be learnt about and learnt from religions.

1. CONCEPTS IN RELIGION AND RELIGIOUS EDUCATION

The following concepts are integral to a study of religion:

Religion	Deity	Worship
Belief	Values	Authority
Symbol	Spirituality	Lifestyle
Ultimate Questions	Awe and Wonder	

These concepts should be dealt with through the following themes which are found with each key stage content list:

Places, Writings, Symbol, Festival, Key People, Rites of Passage, Journeys, Approaches to Life, Nature of Belief.

2. SKILLS AND PROCESSES USED IN RELIGIOUS EDUCATION

Progress in Religious Education is dependent upon the application of key skills (literacy, numeracy, ICT, thinking) general skills and processes. The following skills are central to Religious Education, and should be reflected in programmes of study and learning opportunities.

a) Investigation - this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religion(s).

b) Interpretation - this includes;

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to interpret religious language;
- the ability to suggest meanings of religious texts.

c) Reflection - this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.

d) Empathy - this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others, and to see issues from their point of view.

e) Evaluation - this includes;

- the ability to debate issues of religious significance with reference to evidence and argument;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

f) Analysis - this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

g) Synthesis - this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life into a meaningful whole.

h) Application - this includes:

- making the association between religions, and individual, community, national and international life.
- identifying key religious values and their interplay with secular ones.

i) Expression - this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.

ICT

The SACRE recommends the Becta/QCA document "Using ICT in RE" is used and linked to particular areas of RE work. Further indications are shown, in italics, on the key stage grids and in the units of work.

3. ATTITUDES IN RELIGIOUS EDUCATION

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education in that they are prerequisites for entering fully into the study of religions, and learning from that experience.

The following should be included:

a) Commitment - this includes:

- understanding the importance of commitment to a set of values by which to live one's life;
- willingness to develop a positive approach to life;
- ability to learn, while living with certainty.

b) Fairness - this includes:

- listening to the views of others without prejudging one's response;
- careful consideration of other views;
- willingness to consider evidence and argument;
- readiness to look beyond surface impressions.

c) Respect - this includes:

- respecting those who have different beliefs and customs to one's own;
- recognising the rights of others to hold their own views;
- avoidance of ridicule;
- discerning between what is worthy of respect and what is not;
- appreciation that peoples' religious convictions are often deeply felt;
- recognising the needs and concerns of others.

d) Self-understanding - this includes:

- developing a mature sense of self-worth and value;
- developing a capacity to discern the personal relevance of religious questions.

e) Enquiry - this includes:

- curiosity and a desire to seek after the truth;
- developing a personal interest in metaphysical questions;
- an ability to live with ambiguities and paradox;
- the desire to search for the meaning of life;
- being prepared to reconsider existing views;
- being prepared to acknowledge bias and prejudice to oneself;
- willingness to value insight and imagination as ways of perceiving reality.

4. DIFFERENTIATION, ASSESSMENT, RECORDING AND REPORTING IN RELIGIOUS EDUCATION

Teachers should use their professional judgements to differentiate work for their pupils. Teachers need to match the specific learning needs of a pupil, or a group of pupils to the learning experiences(activities) learning objectives, intended learning outcomes and assessment indicators. For some pupils with either specific learning difficulties or with exceptional ability, differentiation should happen as part of ongoing good planning practice. Differentiation should fit in with the school's policy on assessment, recording and reporting.

Assessment Indicators

The assessment indicators are provided as statements of what should be used in the assessment of Religious Education. They are intended to show what pupils should have learned about religions and from religion at the end of a specific unit of work. SACRE has provided separate guidance for Primary schools on the use of the Assessment indicators and QCA levels. Examples are provided in this syllabus of some Sutton units written in the style of the QCA units, showing learning outcomes and end of unit expectations. The QCA levels that SACRE recommends are those published in 2000. SACRE recommends that schools use assessment indicators and any associated activities in a carefully planned way with children's attainment in a particular unit being assessed about once every year.

Differentiation in Religious Education should be based upon:

- setting tasks that enable pupils to draw from personal experiences and the knowledge and understanding which they bring with them;
- setting tasks that are clearly relevant to the needs of each pupil and appropriate to his/her abilities, particularly in the context of special educational needs, whether of less able or gifted pupils, or pupils with physical or other disabilities;
- setting a common task that offers sufficient scope for each pupil to demonstrate achievement to her/his full potential so that teachers can differentiate according to outcome.

In differentiating, teachers should take account of:

- the nature of the task(s) to be undertaken;
- the specific aims and objectives underpinning any activity;
- the requirements for different teaching and learning strategies;
- the opportunities for a full range of outcomes.

Good assessment practice of Religious Education should:

- be an ongoing and integral part of the learning experiences offered;
- be appropriate to the individual;
- be appropriate to the task(s);
- allow pupils to demonstrate their achievements;
- inform future learning;
- be part of the school's policy on assessment, recording and reporting.

Assessment, Recording and Reporting

Formative and summative assessment, recording and reporting in Religious Education should:

- help pupils in their learning;
- help teachers in planning, developing and evaluating the curriculum;
- form a basis for information to pupils, parents, teachers, governors, the LEA and employers. Reporting to parents on the pupil's progress in RE is required but there is no legal requirement to assess levels in RE.
- not be intrusive, i.e., pupils' personal beliefs (or lack of) should not form part of the assessment procedure.

SECTION 5

GUIDELINES FOR EARLY YEARS

Religious Education is required to be taught to all “registered” pupils. This has not previously included Nursery schools or classes but the government’s new Foundation Stage of learning overlaps the normal usage of the word “registered”. It is therefore taken that RE will be taught to pupils in reception classes but is optional in nursery classes and schools. The situation does remain unclear.

The SACRE recognises and welcomes the fact that, although it is not a legal requirement, Religious Education is often begun in pre-school and nursery environments. This work in the early years benefits children when they reach the reception class. The Foundation Stage of education has given greater emphasis and importance to laying good foundations for an understanding of religious beliefs, values, practices and thought as an essential part of the early years experience.

The Foundation Stage as described in the Early Learning Goals (QCA) includes the following relevant learning objectives:

- children should be involved in activities that promote their emotional, moral, spiritual and social development alongside their intellectual development;
- children should have a developing respect for their own cultures and beliefs and those of other people (self confidence & self esteem);
- children should understand that people have different needs, views, cultures and beliefs, that need to be treated with respect (sense of community);
- children should begin to know about their own cultures and beliefs and those of other people (culture and beliefs) (knowledge & understanding of the world).

Early years Religious Education consists of those aspects of knowledge, concepts, skills and attitudes that are appropriate to the individual stages of development of pre-school children.

Work planned using the Early Learning Goals will be regarded as complying with this Agreed Syllabus as long as the clear intentions are shown to develop children’s awareness of religious beliefs and practices. As in the main parts of the syllabus SACRE will expect Christianity to feature clearly with some work on other religions.

The Spiritual, Moral, Social and Cultural development of pupils has strong connections to the early understanding of religious beliefs and practices. Exploration of these ideas can begin to help pupils learn about the world around them, relationships, society and cultures.

The Early Years document “Curriculum Guidance for the Foundation Stage” (QCA 2000) contains the following suggestions on practical ways of meeting the objectives described earlier:

- opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues;
- parents can provide a diversity of insight into faiths, cultures, history and places, for example when cooking in the home corner or when visiting places such as the synagogue or market. Their ongoing involvement ensures that children learn from the breadth of parents’ experience and perceptions. (**Practical example**.....Visit and/or use photographs of the local area to identify features, for example library, railway, church, mosque or post box);

- describe significant events for family or friends (**Practical example**..... David describes a family wedding, the special food and clothes for the occasion and what it felt like to be a pageboy);
 - gain an awareness of the cultures and beliefs of others (**Practical example**.....Earl and Poppy cut up the vegetables to make a traditional Caribbean dish);
 - begin to know about their own cultures and beliefs and those of other people (**Practical example**.....Paula explains to her mum that her friend is lighting candles at home to celebrate Divali);
- .
- introduce children to a range of cultures and religions, for example tell stories, listen to music, dance, eat foods from different cultures and use resources in role play that reflect a variety of cultures, such as clothes, cooking implements, vegetables, badges, symbols, candles and toys.

SECTION 5a

Interfaith dialogue

The QCA/DfES Non-statutory framework for RE (2004) suggests that pupils should study how religions relate to each other recognizing similarities and differences. This could be achieved by reflecting on “the significance of interfaith dialogue” this in turn could help to combat religious prejudice and discrimination. This Agreed Syllabus (Sutton 2006) has many opportunities currently built into the programmes of study for this to happen but it is recognized that “in-depth” dialogue will probably occur in other learning situations such as PSHE/Citizenship as much as in RE lessons.

The following are possible further ideas:

Festivals and Celebrations Recognising when different pupils celebrate religious festivals e.g. Christmas, Divali, Id

Unplanned Opportunities

Holiday experiences, sweets brought in for Id

Circle Time

The chance for different religious views to be aired in a structured environment with all opinions/views/beliefs being valued.

Assembly/Acts of collective worship

Give the chance for people of different faiths and beliefs to address groups or the whole school on their approaches to life. Occasional opportunities can be given for questions to be taken by the speaker and a debate developed on ideas presented.

Organised debates

As part of a debating group to discuss moral and ethical issues that young people find relevant. Providing chances for different viewpoints, including those of a religious and non-religious stance.

Christian Unions/Muslim groups

Can be encouraged to give time to each other and looking at different Christian/Muslim perspectives on life through denominations, groups, sects and societies.

Visits

As part of structured RE programmes of study to a variety, in each key stage, of places of worship and other centres

Key stage 1 at least a visit to a Church, a Synagogue and/or a Mosque.

Key stage 2 at least a visit to 2 Churches, a Synagogue, a Mosque or Mandir and a place that is not local.

Key Stage 3 visits to as many places of worship as possible as above and in addition a Hindu Mandir, a Buddhist Temple, a Sikh Gurdwara.

SECTION 5b

Non-religious life stances

The Sutton Agreed Syllabus, first published in 1997 and revised in 2001, contains in its planning advice starting points for schools to study religions. These are contained in the grids for each key stage and are entitled “Human Experience”. This is provided to help schools see the point from which a particular theme can be developed. It also provides a shared human experience possibility from which pupils can begin to understand religious approaches to life.

The QCA/DfES Non-statutory framework for Religious Education (2004) suggests that pupils should be given the opportunity to study “secular philosophies such as humanism”. This should help to ensure that the religious education is broad and balanced and all pupils’ voices are heard. The same document also suggests that pupils should study how religions, other life stances and belief systems relate to each other recognizing similarities and differences. This could be achieved by reflecting on “the significance of interfaith dialogue” this in turn could help to combat religious prejudice and discrimination. The non-statutory framework suggests studies of a secular world view could happen where appropriate.

This revised Agreed syllabus still continues to offer the planning suggestions on “Human experience” but also suggests that schools look closely at their current plans for RE based on the syllabus in order to see where opportunities might occur for more in depth study of some secular philosophies/world views. It is understood that the current syllabus approach is through the learning about and from religion and the restraints of this approach means that at this point only links can be made as no specific programmes of study are planned to deal with non-religious life stances.

As Humanism is mentioned further guidance is given about humanist life stances and the following links have been made to possible developments within the current Programmes of study at each key stage.

Key Stage 1 & 2 possible inclusion of non-religious views

Human Experience starting points Significant places, Special stories and writings, Birthdays and anniversaries, Parents friends and people in authority, Birth and wedding ceremonies, Moral issues.

Key Stage 3 possible inclusion of non-religious views

Human Experience starting points Significant places, Special stories and writings, Birthdays and anniversaries, Parents friends and people in authority, Birth and wedding ceremonies, Moral issues, Expressions of belief

- at this key stage many opportunities occur in RE to broaden discussion to include secular life stances these could be through the
- symbolic use of language,
- key stages in life and the celebrations associated with them,
- key people,
- non-religious Rites of passage, Secular wedding ceremonies (registry office/ humanist wedding) secular Death rites(secular/humanist funeral ceremonies)
- approaches to Life philosophies on why we exist,
- beliefs in the human condition and human solutions to problems of a personal, community and world nature

The following contribution is also offered to help guide schools about one particular non-religious life stance i.e.Humanism.

Humanism

Humanism is a life-stance practised by about 10% of the UK population explicitly or implicitly. Although it may not be regarded as a religion in the strictest sense of the word, it performs all the functions of a religion giving people a basis for their lives and providing ceremonies at birth, marriage and death. Alongside organised religion, it is the largest body of non-religious opinion in the country.

Humanism in a nutshell

There are five important humanist beliefs, focusing on morality, meaning and purpose, inspiration, knowledge and evidence;

- Humanists believe in shared moral values, based on human nature and experience alone. They take responsibility for their own actions, and believe that we should try to live good lives and help others to do so.
- Humanists seek to make the best of this life by creating meaning and purpose for themselves and by living life to the full.
- Humanists are inspired by art and culture and the rich natural world, and motivated by the desire for happiness and good relations with others.
- Humanists look to experience, science and reason for their understanding of how the world works.
- Humanists do not believe in things for which there is no hard evidence, such as gods or an afterlife, and they do not pray or worship or practice unnecessary self denial.

Ceremonies

We all need ceremonies to mark such important events such as Births, Marriages and Death. Humanists conduct ceremonies for themselves, and for members of the public who wish to have a non-religious event. All ceremonies can be big or small, indoor or out, but they are all individually tailored to suit those involved. All ceremonies can have individually chosen music and readings. Funerals contain the story of the person's life

SECTION 6

AN OVERVIEW OF KEY STAGES 1 - 3

Bold text is used throughout sections 7, 8 and 9 to signify the COMPULSORY elements within the Agreed Syllabus.

The grids give an overview of this Agreed Syllabus for Key Stages 1, 2 and 3. The grids may be used for reference and teaching purposes. They can be used directly to:

- explore a selected faith;
- serve as an overview when introducing themes from several faiths;
- assist as part of an integrated topic approach, especially at Key Stage 1.

Further elaboration and clarification of these grids may be found in sections 7, 8 & 9. Christianity is exemplified fully for all the topics in each of Key Stages 1-3. Other specified faiths are wholly or partially exemplified in these sections. Comparability of approach is desirable though it is recognised that there are differences in approach adopted by the faiths themselves.

Please give attention to the notes accompanying the grids for each key stage, which explain which elements are compulsory.

Please note that on each of the exemplification sheets in sections 7, 8 & 9, the programme of study is compulsory, whereas the learning experience and assessment indicators are only for guidance. (There is some flexibility related to Key Stage 3.)

Some examples of Sutton units in a QCA style are included to help schools in their planning of units of work. Any indications of teaching time are for guidance only.

SECTION 7 - KEY STAGE 1

SECTION 7 - KEY STAGE 1

KEY STAGE ONE

KEY STAGE ONE

Notes to the grid of contents:

- (i) The whole of the Christianity column is compulsory, and must occupy the majority of the RE teaching time in the key stage.
- (ii) For each theme units are given for Christianity, Judaism, Islam and Hinduism. All these sections are compulsory. The units for Sikhism and Buddhism are optional.
- (iii) The 'Human Experience' column suggests starting points. It is for guidance only. Further guidance on "non-religious life stances" is given in section 5b.
- (iv) QCA example units found on their web-site can be used alongside this syllabus to complement the teaching and learning of the Sutton programmes of study. They should not replace the Sutton programmes.
- (v) Schools need to consider which units in the Agreed Syllabus should be taught to particular year groups. This syllabus allows flexibility in this matter. A suggested arrangement of units is included in this syllabus.
- (vi) Teaching about a specific religion should be arranged so as to be distinctive from another religion.

Links to Spiritual, Moral, Social and Cultural development, PSHE and ICT are indicated in each unit.

KEY STAGE ONE Overview of content for Christianity and other religions.

- Schools must teach the content related to Christianity, Judaism, Islam and Hinduism. The Buddhism and Sikhism content is optional.
- The Themes and Human Experience columns are for guidance in planning and introducing units.
- Schools need to ensure that if QCA sample units are used they match Sutton Syllabus content.
- Pbuh means "peace and blessings of Allah be upon him" and is used by Muslims when naming the prophets.

THEMES	CHRISTIANITY	JUDAISM	ISLAM	HINDUISM	BUDDHISM (OPTIONAL)	SIKHISM (OPTIONAL)	HUMAN EXPERIENCE
PLACES	CHURCHES To include symbols	SYNAGOGUE	MOSQUE	MANDIR			SIGNIFICANT
WRITINGS & STORIES	BIBLE & STORIES	STORIES	STORIES	STORIES	STORIES	STORIES	SPECIAL
FESTIVALS	HARVEST CHRISTMAS EASTER	SUKKOT, HANNUKAH	ID-UL-FITR	HOLI or DIWALI			BIRTHDAYS, ANNIVERSARIES
KEY PEOPLE	JESUS, DISCIPLES CHRISTIANS TODAY	ABRAHAM or MOSES	MUHAMMAD (pbuh)	KRISHNA	BUDDHA		PARENTS, FRIENDS, PEOPLE IN AUTHORITY
LIFE EXPERIENCES	BIRTH MARRIAGE DEATH						BIRTHS, WEDDINGS

AN EXAMPLE OF A SUTTON UNIT IN QCA STYLE
KEY STAGE 1:PUPILS SHOULD KNOW ABOUT SOME OF THE PLACES ASSOCIATED WITH CHRISTIANITY Theme A Places/ Christianity
(with an emphasis on visiting a Christian Place of Worship)

<i>Learning objectives</i> Children should learn	<i>Possible teaching activities</i>	<i>Learning outcomes/Assessment Indicators</i>	<i>Points to note /Links</i>
<p><i>Preparing for a visit to a church</i></p> <ul style="list-style-type: none"> ❖ That some places are special to people ❖ About the importance of showing respect ❖ That the church is a special place for Christians 	<ul style="list-style-type: none"> ❖ Consider personal special places, why they are special & what is done there ❖ Discuss places where they feel safe, happy, sad ❖ Discuss feelings of peace & oneness with nature ❖ Participate in a period of quiet reflection; share thoughts about what silence feels like ❖ Discuss how they think they should behave in church & why. How would they expect visitors to behave in their home? ❖ Look at photos of the outside of churches ❖ Look at pictures of things happening inside a church 	<ul style="list-style-type: none"> ❖ Understand the need to show respect for a place of worship ❖ Recognise and identify some features of a church 	<p>SMSC</p> <p>Cit/PSHE</p>
<p><i>Visiting a church</i></p> <ul style="list-style-type: none"> ❖ About the distinctive features of a local Christian place of worship ❖ Some Christian terminology ❖ Understand why Christians go to church & what they do 	<ul style="list-style-type: none"> ❖ Arrange for a Christian to explain what happens when people go to church ❖ Identify artefacts, furniture and symbols eg font, altar, layout, seating, cross, crucifix. Take photographs for later use or make some close observational drawings ❖ Look at the structure of a church. Use other resource material to compare & contrast features of other Christian places of worship eg church, chapel ❖ Invite a minister to explain about Sunday worship ❖ Let the children sing a known song/hymn in church ❖ Sit quietly & use their senses to experience the atmosphere of the building ❖ Encourage children to talk about smells, textures, colours & sounds. Record their responses for later use 	<ul style="list-style-type: none"> ❖ Identify some Christian artefacts and symbols seen in a church ❖ Demonstrate an awareness of the way a Christian church functions ❖ Describe feelings of being in a church 	<p>ICT</p> <p>SMSC</p>
<p><i>Follow up to church visit</i></p> <ul style="list-style-type: none"> ❖ Develop an awareness of various ways that emotions and values are expressed through worship ❖ That Christians worship in the churches in their area ❖ About some symbols used e.g. cross, fish 	<ul style="list-style-type: none"> ❖ Through collective worship experience a variety of forms of worship: singing, listening, story telling, reflection and drama ❖ Match Christian symbols to words learnt during the visit ❖ Make a display of work done 	<ul style="list-style-type: none"> ❖ Give a simple explanation about why and how the church is a special place for Christians 	<p>SMSC</p>

CHRISTIANITY - KEY STAGE 1

Theme A - Places

Pupils should know about and reflect upon some of the places associated with Christianity.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **explore why some places are special to people;**
- **find out about local places in Christian worship and consider their distinctive features;**
- **begin to understand Christian terminology, relating to a local place of worship;**
- **develop an awareness of various ways that emotions and values are expressed through worship;**
- **find out about a variety of signs and symbols characteristic of Christianity.**

LEARNING EXPERIENCE

pupils could:

- consider personal special places - why they are special and what is done there, e.g. parents' home, park, tree house, their bedroom; *PSHE/CIT/Secular Life Stances(SLS)*
- discuss places where they feel safe, happy, sad;
- discuss feelings of peace and one-ness with nature - some people experience this on visits to the park, countryside, seaside, or in their own garden; *SMSC/SLS*
- participate in periods of quiet reflection, share thoughts about what silence feels like; *SMSC*
- visit a church or chapel. Find out what happens there (singing, prayer, Bible reading, communion, weddings, funerals etc.) Look at the distinctive features of the building e.g. font, altar, layout, seating arrangements, symbols. Explore how the building made the pupils feel; *ICT*
- watch a video(Espresso) of a church service;
- look at the structure of the church, use other resource material to compare and contrast features of Christian places of worship e.g. traditional layouts, stained glass windows, modern layout, Free Church; *ICT*
- through collective worship experience a variety of forms of worship e.g. through smell, taste, stillness, singing, chanting, listening, story, reflection, drama; *SMSC*
- explore a variety of Christian symbols e.g. cross, eagle, fish, symbols of Easter, Christmas etc.

ASSESSMENT INDICATORS

- Pupils can demonstrate an awareness of the way in which the Christian church functions and recognise and identify some key symbols.
- Pupils can use appropriate simple terms to describe parts of a church and identify aspects of their own feelings and experiences.

CHRISTIANITY - KEY STAGE 1

Theme B - Writings and Stories

Pupils should be aware that Christians have special books of sacred writings which are very important to them.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- recognise that people treat special books with respect;
- discover that Christianity has books and stories which are special and be aware of some of the names of special books within Christianity;
- be aware that the Bible contains different forms of writing.

LEARNING EXPERIENCE

pupils could:

- share their own special books within the class; *PSHE/SLS*
- identify books that are special to individuals in the class e.g. books made by them, class books;
- discuss the reasons why the Bible holds a special meaning for Christians; *SMSC*
- ask children to bring in Bibles from home and read extracts from them and compare them (language, pictures etc);
- invite a Christian, known to the children, to talk about their favourite Bible story or verse;
- explore the different types of writing found in the Bible by looking at everyday examples e.g. stories, history, poems, sayings, letters;
- show respect as they listen to, or read stories and sections from the Bible. *SMSC/PSHE/CIT*

ASSESSMENT INDICATORS

- Pupils show an understanding that the Bible is of great importance to Christians.
- Pupils are able to identify some of the names of types of writing in the Bible. They relate stories to their own experiences and consider why they are important.

CHRISTIANITY - KEY STAGE 1

Theme C - Festivals

Pupils should know about some of the Christian festivals and the different ways they are celebrated.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **encounter the ways in which a range of festivals are celebrated;**
 - **explore customs, traditions and stories associated with major Christian festivals such as Harvest, Christmas and Easter.**
- investigate family celebrations e.g. birthdays, Christmas and celebrations within the school community e.g., school anniversaries and fêtes;
PSHE/CIT/SLS
 - share in the preparation of a particular festival e.g. by making cards, decorations, cooking foods and making gifts;
 - read or listen to different versions of the story;
 - learn about the celebration of festivals through watching a video and/or making visits;
 - explore their feelings when involved in celebrating Christian festivals;
SMSC/PSHE/CIT
 - listen to stories and music linked with these Christian festivals;
 - interview a Christian visitor, exploring how a particular festival is celebrated locally.

ASSESSMENT INDICATORS

- Pupils show an understanding of the nature of festivals and their celebration.
- Pupils are able to re-tell in simple terms the Christmas and Easter stories.

CHRISTIANITY - KEY STAGE 1

Theme D – Key People

Pupils should know about some of the key people in Christianity.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- recognise that all people are special, and of equal value;
- explore the ways in which people show care and concern for one another, at home, in school and in the wider community;
- learn about the lives of some key figures in early Christianity;
- explore stories about men, women and children who have tried to follow the example of Jesus, both in His own times and in later centuries (including contemporary examples).

LEARNING EXPERIENCE

pupils could:

- reflect on people who are important to their lives within the family and local community; *SMSC/SLS*
- consider a sense of belonging within class relationships and other groups e.g. Brownies, Cubs, clubs; *PSHE/CIT*
- explore ways of helping those in the community less fortunate than themselves;
- investigate a range of people who help them e.g. police officers, caretakers, nurses, teachers, family and friends; *PSHE/CIT*
- consider stories about Jesus and the examples He set and the work of His disciples;
- Look at some of the Old Testament heroes and heroines (David, Moses, Esther);
- read or listen to stories about people who have followed Jesus;
- use art work to show what they did or make a class story book;
- Interview a Christian visitor about their life as a follower of Jesus.

ASSESSMENT INDICATORS

- Pupils know about the person of Jesus and aspects of His life.
- Pupils should be aware of the influence of Jesus and His followers.

CHRISTIANITY - KEY STAGE 1

Theme E - Life Experiences (Rites of Passage)

Pupils should be aware that significant moments in life (e.g., birth, marriage, death) are marked by special ceremonies in Christianity.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- participate in joyful celebrations and share experiences which are of special significance in their lives;
- find out about the special Christian ceremonies that mark rites of passage e.g. birth, marriage, death.

LEARNING EXPERIENCE

pupils could:

- talk about feelings associated with celebrations and participate in times of celebration together, such as birthdays or class events;
- consider ceremonies or rituals which mark membership of a group e.g. Cubs, Brownies, Boys' Brigade; *SMSC PSHE/CIT/SLS*
- find out how Christians celebrate the birth of a child or a Christian wedding; bring in artefacts from home; *ICT*
- listen to stories which address death and bereavement in a sensitive way.
SMSC/PSHE/CIT

ASSESSMENT INDICATORS

- Pupils can describe an occasion that had special meaning for them.
- Pupils show knowledge of a specific rite of passage.

JUDAISM - KEY STAGE 1

Theme A - Places: Synagogue

Pupils should know about some of the places associated with Judaism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **explore why homes are special;**
 - **find out about Jewish homes and consider their distinctive features;**
 - **learn about the synagogue where Jews meet together.**
- think about homes and the ways in which different rooms are used; *SMSCSLs*
 - investigate how the Jewish home is used to celebrate the Jewish faith e.g. the mezuzah, the kitchen, celebrating Shabbat;
 - look at pictures, posters and videos which convey the idea of community; *ICT*
 - visit a synagogue (if possible) and/or listen to a talk by a member of the Jewish Community. *ICT*

ASSESSMENT INDICATORS

- Pupils should know about the synagogue and some of its uses.
- Pupils can recognise that Jewish homes are used by Jews to celebrate their faith and some of the ways this takes place.

JUDAISM - KEY STAGE 1

Theme B - Writings and Stories

Pupils should be aware of the origins and importance of sacred writings in Judaism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **hear stories from the Torah**
 - **early stories**
 - **stories about people;**
 - **look at and learn about Jewish scrolls (real or replicas);**
 - **explore some simple saying e.g. "love your neighbour as yourself".**
- draw and write their own versions of Jewish stories, e.g. Abraham and Moses, Moses and his family.
 - look at and make simple scrolls to illustrate their own stories; *ICT*
 - discuss and think about wise sayings especially from Judaism. *SMSC/PSHE*

ASSESSMENT INDICATORS

- Pupils should show an awareness of the scroll as a book.
- Pupils can tell in their own words well known Torah stories.

JUDAISM - KEY STAGE 1

Theme C - Festivals

Pupils should know about some of the Jewish festivals and the different ways they are celebrated.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- explore the ways Sukkot or Hannukah are celebrated;
- find out about the stories linked to the festival;
- discover the special clothes, games and food used.
- look at a video or books about Sukkot or Hanukkah; *ICT*
- listen to stories of the desert wanderings;
- listen to some stories of characters associated with the festivals e.g. Moses, Judah the Maccabee;
- play the dreidel game, look at Jewish clothing, make a simple Hannukiah.

ASSESSMENT INDICATORS

- Pupils show an understanding of the importance of Sukkot or Hanukkah to the Jews.
- Pupils should be aware of the ways in which the festivals play an important part in Jewish life.

JUDAISM - KEY STAGE 1

Theme D - Key People: Abraham or Moses

Pupils should know about some of the people associated with Judaism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- | | |
|--|--|
| <ul style="list-style-type: none">• be told stories about Abraham or Moses;• learn about the importance of Abraham or Moses to Jewish people;• discuss how the stories make them feel and relate this to their own experiences. | <ul style="list-style-type: none">• listen to stories about Abraham and Moses;• investigate how Jewish people use these stories in their homes and in synagogue worship;• talk to a member of the Jewish community about the importance of Abraham or Moses to them. |
|--|--|

ASSESSMENT INDICATORS

- Pupils should know about Abraham or Moses and some of the incidents in their lives.
- Pupils should be aware of the importance of these characters to Jewish people.

ISLAM - KEY STAGE 1

Theme A - Places

Pupils should know about some of the places associated with Islam

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could

- | | |
|--|--|
| <ul style="list-style-type: none">• explore the idea of a special place for prayer and worship;• find out about the mosque and its features;• begin to understand the ways in which the mosque is used. | <ul style="list-style-type: none">• share their own experiences of places of prayer; <i>SMSC</i>• look at pictures and videos of mosques, make models and maybe visit a mosque; <i>ICT</i>• talk to a Muslim parent or an Imam about a day at a mosque. <i>ICT</i> |
|--|--|

ASSESSMENT INDICATORS

- Pupils can demonstrate an awareness of the way in which a mosque functions.
- Pupils can describe a mosque in simple terms using the correct names.

ISLAM - KEY STAGE 1

Theme B – Writings and Stories

Pupils should be aware that Muslims have special books of sacred writings that are very special to them.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could

- recognise that the Qur'an is the major source of Islamic stories;
 - be aware of some of the stories in Muslim writings including the Hadith;
 - develop a basic understanding of the way in which the writings are used.
- look at a copy of the Qur'an, find out how it is normally handled;
 - listen to stories about the Prophet and other well known characters; ICT
 - talk to a Muslim parent about their knowledge of the Qur'an. Find out which stories they tell their children.

ASSESSMENT INDICATORS

- Pupils show an understanding of the Qur'an and its stories.
- Pupils demonstrate an awareness of how the writings are used by Muslims.

ISLAM - KEY STAGE 1

Theme C - Festivals: Id-ul-Fitr

Pupils should know some of the ways in which different festivals are celebrated in Islam.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **encounter the ways in which festivals are celebrated by Muslims;**
- **explore customs, traditions and stories associated with the major festival of Id-ul-Fitr.**

LEARNING EXPERIENCE

pupils could:

- build upon personal experiences of festivals;
PSHE/CIT
- investigate celebrations within Muslim families, e.g. Id-ul-Fitr;
- participate in preparing for Id-ul-Fitr by making cards, decorations, cooking food, sharing presents;
- observe the celebration of festivals through video, and if possible, by visiting a mosque;
ICT
- explore the feelings when involved in celebrating Muslim festivals; *SMSC*
- listen to stories and any music associated with Id-ul-Fitr;
- interview a Muslim visitor to find out how Id-ul-Fitr is celebrated. *ICT*

ASSESSMENT INDICATORS

- Pupils should know how Muslims celebrate a festival.
- Pupils can demonstrate an awareness of the ways in which Id-ul-Fitr is celebrated.

ISLAM - KEY STAGE 1

Theme D - Key People: Muhammad

Pupils should know about some of the people associated with Islam.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **hear stories about the Prophet Muhammad;**
- **learn about the phrase “peace and blessings of Allah upon him”;**
- **hear about the importance of Muhammad to a Muslim.**

LEARNING EXPERIENCE

pupils could:

- listen to stories about Muhammad;
- listen to stories Muhammad told;
- think of special words and phrases they encounter in school and at home; *SMSC*
- listen to a Muslim speak about Muhammad and ask questions. *ICT*

ASSESSMENT INDICATORS

- Pupils should know about key events in the life of the Prophet Muhammad.
- Pupils can demonstrate a simple understanding of the importance of Muhammad to Muslims.

HINDUISM - KEY STAGE 1

Theme A - Places: Mandir

Pupils should know about some of the places associated with Hinduism in Great Britain.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- become aware of the use of the home and mandir as places of worship;
- explore and react to a simple shrine;
- develop an awareness of nature in the Arti ceremony;
- look at simple layouts of mandirs.

LEARNING EXPERIENCE

pupils could:

- build on any work about special places;
PSHE
- discuss the reason for having special parts to a house;
- visit a mandir or watch a video clip of such a ceremony;
ICT
- draw and paint their views of a mandir or shrine.

ASSESSMENT INDICATORS

- Pupils should know that a Hindu place of worship is called a mandir.
- Pupils understand that the home and mandir are important places for Hindus

HINDUISM - KEY STAGE 1

Theme B - Writings and Stories

Pupils should be aware that Hindus have special books of sacred writings which are very important to them.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **know that people treat special books with respect;**
- **discover that Hinduism has stories which are special;**
- **be aware of the names of special books within Hinduism.**

LEARNING EXPERIENCE

pupils could:

- share their own special books within the class;
PSHE/CIT
- identify books that are special to individuals in the class e.g. books made by them, class books;
- listen to stories from Hinduism, e.g. Rama and Sita, Birth of Krishna;
- watch video/TV programmes showing these stories;
ICT
- encourage role play by children of selected stories;
- investigate the names of the different Hindu scriptures, look at the use of story, poetry and songs.

ASSESSMENT INDICATORS

- Pupils should know that Hindus use a number of special books.
- Pupils can demonstrate a knowledge of some of the stories from Hindu scriptures.

HINDUISM - KEY STAGE 1

Theme C - Festivals: Holi or Diwali

Pupils should know some of the ways different festivals are celebrated in Hinduism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **encounter the ways in which Holi or Diwali are celebrated;**
 - **explore customs that surround the festival** (e.g. clothes, food, rituals);
 - **listen to stories from the chosen festivals;**
 - **think about how the stories made them feel.**
- investigate the festivals through books, videos and/or visitors to school; *ICT*
 - make some items that could be used at festivals, e.g. sweets, divas;
 - respond through discussion to the stories;
 - write their own simple version of the stories heard. *SMSC*

ASSESSMENT INDICATORS

- Pupils understand the reasons why Hindus celebrate particular festivals.
- Pupils are able to re-tell simple versions of the stories.

HINDUISM - KEY STAGE 1

Theme D - Key People

Pupils should know about some of the key people in Hinduism

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **explore stories about Krishna's life and learn about his character and his childhood;**
- **recognise that Krishna is very special to Hindus.**

LEARNING EXPERIENCE

pupils could:

- listen to stories about Krishna's childhood and adulthood;
- respond to the stories in their own way through role play and drama;
- talk to a Hindu parent or older child about their beliefs about Krishna. Look at images/pictures and how these are used in the home and mandir. *ICT*

ASSESSMENT INDICATORS

- Pupils show an understanding of the importance of Krishna to Hindus.
- Pupils should be aware of the ways in which Krishna's life affects Hindu people.

BUDDHISM - KEY STAGE 1

Theme B - Writings and Stories

Pupils should be aware that Buddhists have special books which are very important to them.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils could be offered opportunities which enable them to: pupils could:

- discover that Buddhism has special holy books and stories;
- recognise that the books and writings are treated with respect;
- listen to stories from Buddhist writings and traditions.
- share their own special books and listen to favourite stories;
- watch video extracts of Buddhists using sacred texts in a temple; *ICT*
- respond to the stories by using role play, drawing and writing.

ASSESSMENT INDICATORS

- Pupils show an understanding that sacred writings are of great importance to Buddhists.
- Pupils are able to identify and recall some of the stories they have heard.

BUDDHISM - KEY STAGE 1

Theme D - Key People: The Buddha

People should know about some of the people associated with Buddhism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils could be offered opportunities which enable them to: pupils could:

- learn about the life of the Buddha;
- look at the symbolism of the Buddha images;
- respond to images of the Buddha in different forms.
- listen to stories about the Buddha, talk about aspects of his life;
- consider some of the stories he told;
- investigate the symbol and meaning of the Buddha images;
- explore the different forms of the Buddha, e.g. thin, obese, peaceful, enlightened.

ASSESSMENT INDICATORS

- Pupils will be aware of the character of the Buddha and his importance to Buddhists.
- Pupils will be aware of stories of the Buddha.

SIKHISM - KEY STAGE 1

Theme B - Writings and Stories

Pupils should be aware of the origins and importance of sacred writings in Sikhism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils could be offered opportunities which enable them to: pupils could:

- | | |
|---|---|
| <ul style="list-style-type: none">• hear stories about some of the Gurus and the links to festivals e.g.

Guru Nanak - founder
Guru Har Gobind - Diwali
Guru Gobind Singh - life stories; | <ul style="list-style-type: none">• listen to stories about Gurus and discuss how they feel about the characters;• at Diwali, look at the stories from Sikhism that are used in the Sikh festivals.• act out in role play some of the simple stories, e.g. Guru Gobind Singh and the donkey;
SMSC |
| <ul style="list-style-type: none">• become aware of the Guru Granth Sahib. | <ul style="list-style-type: none">• look at pictures and/or videos of the sacred text and explore their feelings about the way it is handled. |

ASSESSMENT INDICATORS

- Pupils should know about selected Gurus and some of their stories.
- Pupils should be able to demonstrate an awareness of the Sikh holy book- the Guru Granth Sahib

SECTION 8 - KEY STAGE 2

KEY STAGE TWO

Notes to the grid of contents

- (i) The compulsory religions are Christianity, Hinduism, Islam and Judaism.
- (ii) Christianity must be taught for the majority of Religious Education time in the key stage.
- (iii) Providing the four compulsory religions are covered, material relating to Buddhism and Sikhism may also be used
- (iv) The 'Human Experience' column suggests starting points. It is for guidance only. Further guidance on "Non-religious Life stances" is given in section 5b.
- (v) QCA sample units found on their web-site can be used alongside this syllabus to complement the teaching and learning of the Sutton Programmes of Study. They should not replace the Sutton programmes.
- (vi) Schools need to consider which units in the Agreed Syllabus should be taught to particular year groups. This syllabus allows flexibility in this matter.
- (vii) Teaching about a specific religion should be arranged so as to be distinctive from another religion.
- (viii) Links to Spiritual, Moral, Social and Cultural development, PSHE and ICT are indicated in each unit.

KEY STAGE TWO Overview of content for Christianity and other religions.

- Schools must teach the content related to Christianity, Judaism, Islam and Hinduism. The Buddhism and Sikhism content is optional.
- The Themes and Human Experience columns are for guidance in planning & introducing units.
- .Schools need to ensure that QCA sample units, if used, match Sutton Syllabus content.

THEMES	CHRISTIANITY	JUDAISM	ISLAM	HINDUISM	BUDDHISM (OPTIONAL)	SIKHISM (OPTIONAL)	HUMAN EXPERIENCE (SLS)
PLACES	CHURCH AS COMMUNITY	NATURE OF SYNAGOGUE	ROLE OF THE MOSQUE	PUJA IN THE HOME AND MANDIR	WAT	GURDWARA	SIGNIFICANT
WRITINGS & STORIES	BIBLE VERSIONS & USAGE	TORAH & TENAKH	QUR'AN & OTHER BOOKS OF GUIDANCE	STORIES OF THE HINDU GODS	STORIES FROM WRITINGS	GURU GRANTH SAHIB	SPECIAL
FESTIVALS	THE CHURCH YEAR AROUND THE WORLD	THE CALENDAR, PESACH , PURIM	RAMADAN, ID-UL-FITR, ID-UL-ADHA		WESAK OR LOY KRATONG	BAISAKHI, DIWALI	BIRTHDAYS, ANNIVERSARIES
KEY PEOPLE	JESUS & HIS FOLLOWERS		MESSENGERS OF ALLAH		BUDDHAS & BHIKKUS	GURUS & GRANTHI	PARENTS, FRIENDS, PEOPLE IN AUTHORITY
rites of passage	GROWING UP IN THE CHURCH	BAR & BAT MITZVAH & MARRIAGE					BIRTH WEDDINGS
APPROACHES TO LIFE (choices, beliefs & values)	GOD AND JESUS IN CHRISTIAN EXPERIENCE		FIVE PILLARS Include wudu SEVEN BELIEFS HAJJ	GOD OTHER PEOPLE ANIMALS		MOOL MANTAR & GURBANI	MORAL ISSUES

A SAMPLE OF A SUTTON UNIT IN QCA STYLE

KEY STAGE 2:PUPILS SHOULD KNOW ABOUT Hindu Worship in the home and the mandir

<i>Learning objectives</i> Children should learn	<i>Possible teaching activities</i>	<i>Learning outcomes/Assessment Indicators</i>	<i>Points to note/links</i>
<p>EXPLORING A HINDU SHRINE & DEITIES</p> <ul style="list-style-type: none"> ❖ About the use of a shrine in a Hindu home and mandir ❖ Learn about Hindu ideas of God in many forms 	<ul style="list-style-type: none"> ❖ Explore stillness & concentration exercises ❖ Discuss the use of a special place ❖ Look at pictures of shrines and set up a simple shrine ❖ Look at pictures of Hindu deities(Vishnu, Shiva, Ganesh), discuss the reverence paid to an image, draw and write about one example ❖ Use ICT or talk to a Hindu visitor about a shrine 	<ul style="list-style-type: none"> ❖ Describe how a shrine is used in a Hindu home or temple ❖ Understand how God is thought about in Hinduism 	<p>ICT/Video links</p> <p>SMSC</p> <p>Svetakatu story</p>
<p>AN ACT OF WORSHIP</p> <ul style="list-style-type: none"> ❖ What puja means 	<ul style="list-style-type: none"> ❖ Use role play and mime to show everyday greetings, thanks, receiving gifts, sharing emotions, meeting people ❖ Look at a puja tray and explore the different objects and their use, use video and ICT to develop ideas 	<ul style="list-style-type: none"> ❖ Know that Puja is worship and a way of showing devotion to God 	<p>SMSC/PSHE</p> <p>ICT</p> <p>CD-ROM</p> <p>VIDEO</p>
<p>WHAT HAPPENS IN A MANDIR</p> <ul style="list-style-type: none"> ❖ About a mandir and the symbols and elements of Hindu worship 	<ul style="list-style-type: none"> ❖ Describe what a mandir looks like ❖ Explore the use of symbol, including fire, in worship ❖ Explore sound, Aum, nature, colour in a puja ceremony ❖ Make a glossary to explain various common words e.g.arti, shrine, prasad 	<ul style="list-style-type: none"> ❖ Know the main characteristics of a mandir ❖ Reflect on the use of symbols and relate to their own experiences 	<p>Video</p> <p>ICT</p> <p>SMSC</p> <p>If possible plan and visit a Hindu temple</p>

CHRISTIANITY - KEY STAGE 2

Theme A - Places

Pupils should be aware of the nature and function of religious buildings associated with Christianity and the Christian community.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **discuss special places;**
- **visit two local churches and explore the nature and use of churches;**
- **explore the meaning of selected Christian symbols in a church;**
- **consider the church as a community and its place in the locality.**

LEARNING EXPERIENCE

pupils could:

- learn about some of the important places for Christians; PSHE/SMSC/SLS
- explore reasons for individual choices and the reasons why these places are special. Include some of the feelings evoked e.g. peace, security; SMSC
- prepare for a visit, look at terminology, church plans; special furniture
- consider what happens in a church on a Sunday and other days
- show visual images of a church/ or churches, church plans; *ICT*
- observe and record (written/drawn/taped) similarities and differences between the churches visited; look at the variety of symbols used in different churches;(e.g. cross, dove)
- explore the various functions of differing local Christian communities and groups.

ASSESSMENT INDICATORS

- Pupils can describe the importance and use of two Christian communities.
- Pupils can describe and illustrate some Christian symbols and how Christians use them

CHRISTIANITY - KEY STAGE 2

Theme B - Writings and Stories

Pupils should be aware of the origins and importance of sacred writings in Christianity.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could;

- **explore the concept of the Bible as 'inspired' writing, teaching 'a way of life';**
 - **compare versions of Biblical texts e.g. King James, Good News.**
- discuss favourite books/writings and link these to similar parts of the Bible, e.g. poetry, history, bring in Bibles from home; *SMSC*
 - discuss with a Christian visitor the different ways the Bible is used in homes and churches;
 - make a Bible bookcase showing all the books and their "genre";
 - consider different versions and the reasons for this variety;
 - look at different versions of the same texts, e.g. Christmas story, Sermon on the Mount; *ICT*
 - look at ways in which the Bible has been translated and illustrated (Wycliffe, Lindisfarne Gospels)

ASSESSMENT INDICATORS

- Pupils should be able to refer to examples of different forms of writing from the Bible.
- Pupils should be able to explain the importance of sacred writings in Christian experience.

CHRISTIANITY - KEY STAGE 2

Theme C - Festivals

Pupils should be aware of the significance of some of the main Christian festivals and how these are celebrated by Christians around the world.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **become familiar with Harvest and relate this to food celebrations elsewhere;**
 - **explore Advent and Christmas from around the world;**
 - **explore and appreciate Lent and Easter and the context for celebration.**
 - **learn about the events of the Last Supper and how Christians celebrate Holy Communion today**
- learn about Christian charities and their work at home and overseas; *CIT/SMSC*
 - bring in things for others less fortunate e.g. homeless, elderly; *CIT/SLS*
 - make a display or collect cards from around the world and look at various poster packs; *ICT*
 - write stories related to Advent or Christmas from different perspectives;
 - write a play based on the thoughts and views of different characters;
 - discuss the reasons for the celebrations of Shrove Tuesday, Ash Wednesday, Palm Sunday and Mardi Gras;
 - make pancakes for sharing;
 - watch appropriate videos (Espresso) linked to Easter; *ICT*
 - Look at the celebrations through artwork from around the world;
 - discuss how the events of Easter are important to Christian belief and find out about different ways Christians obey Jesus' command.

ASSESSMENT INDICATORS

- Pupils are able to recall stories, customs and rituals associated with key festivals in Christianity.
- Pupils can demonstrate knowledge of festival celebrations and Christian charity work outside Great Britain.

CHRISTIANITY - KEY STAGE 2

Theme D - Key People

Pupils should be aware of the contribution made by key Christian figures to the development of the Christian faith.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could

- **explore significant events in the life of Jesus and the early church leaders;**
 - **find out about the lives of some modern followers of Jesus.**
- put together a brief biography of the life of Jesus (based on reading the Gospel accounts as if they were preparing an article for a magazine);
 - look at the lives of Paul, Peter etc.; *ICT*
 - ask local Christian leaders about who has influenced them in their faith and work;
 - write to a national Christian leader and ask them about a day in their life (giving them areas to be covered);
 - Look at the lives of some historical Christians.

ASSESSMENT INDICATORS

- Pupils should be able to outline the life story of Jesus.
- Pupils can demonstrate a knowledge of the work of a local or national Christian figure.

CHRISTIANITY - KEY STAGE 2

Theme E - Rites of Passage

Pupils should be aware of the rites of passage in Christianity and their importance in the life of a believer.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could

- **understand the significance of baptism for a Christian;**
 - review ways in which birth is celebrated in different Christian families, using photographs, interviews, etc.; *ICT PSHE*
 - think about why some Christians have their babies baptised;
 - look at the practice of believers baptism by total immersion (Baptist, Methodist);
 - look at other methods of baptism (Orthodox);
- **consider the words used in Christian marriage and wedding ceremonies;**
 - look at the meanings of the words used in the marriage vows and consider whether these are significant to them;
 - role play a wedding service and the significance of vows;
 - discuss the significance of music and the words of hymns and songs used; *PSHE*
- **explore death rites within the Christian tradition.**
 - discuss (sensitively) children's experience of death e.g. loss of pets, grandparents; *SMSC/PSHE*
 - listen to and discuss stories that explore the emotions surrounding death;
 - consider Christian music, hymns and writings that respond to death.

ASSESSMENT INDICATORS

- Pupils know about various rites that Christians practice.
- Pupils should be able to describe a particular rite that they have been involved in.

CHRISTIANITY - KEY STAGE 2

Theme F - Approaches to Life

Pupils should know that Christians believe in a God and this affects the way they live, treat other people and the natural world.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **consider the nature of God and Jesus in Christian experience;**
 - **discuss rules and why they are important and include reference to the Ten Commandments and the teachings of Jesus;**
 - **consider important people whose faith has affected their lives.**
- explore, through pictures, peoples' perception of God and Jesus in art and sculpture through the ages;
 - look at a variety of rules e.g. classroom rules, school rules, the Highway Code; SMSC/PSHE
 - devise a short play that demonstrates the choices made when rules are broken;
 - Find out about how Christians live their daily lives, the importance of the church family, service etc.
 - study Biblical heroes and heroines, e.g. Moses, Daniel, Ruth, Esther, Peter, Paul;
 - consider Christian figures, e.g. Dr Barnardo, Lord Shaftesbury, William Booth, Gladys Aylward, Mother Teresa, Martin Luther King.
 - Invite a Christian visitor to talk about how their faith affects their daily life

ASSESSMENT INDICATORS

- Pupils should demonstrate knowledge of the variety of beliefs about God and Jesus.
- Pupils can show, through examples, how Christian belief affects Christian living and action.

JUDAISM - KEY STAGE 2

Theme A - Places - Nature of the Synagogue

Pupils should be aware of the nature of religious buildings associated with Judaism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **discuss special places and those they have visited;**
 - **explore the nature and use of a synagogue;**
 - **explore the meaning of selected symbols within the synagogue;**
 - **visit a local synagogue and find out about the leaders;**
 - **consider the synagogue as a community and its place in the community.**
- explore the feelings evoked by visiting special places; SMSC/PSHE/SLS
 - relate ideas to religious places they know about;
 - look at the layout of a synagogue using the correct terms;
 - show video, poster and book material of a synagogue; ICT
 - plan for and record a visit;
 - talk to local Rabbi and/or members of the community;
 - look at the functions of a synagogue and how it serves the Jewish and wider community.

ASSESSMENT INDICATORS

- Pupils can describe the nature and use of a synagogue.
- Pupils can describe the significance of the synagogue to Jewish people.

JUDAISM - KEY STAGE 2

Theme B - Writings and Stories: Torah and Tenakh

Pupils should be aware of the origins and importance of sacred writings in Judaism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could;

- **know about the place of the Torah in Jewish life and learn about its use and the words of the Shema;**
 - **know about the wider use of Tenakh (Torah, Nevi'im and Ketuvim) and explore significant events in the lives of some of the prophets;**
 - **investigate the laws, rules, sayings and stories from some of the writings;**
 - **read and use stories from the Torah and Tenakh discover the oral and written approaches;**
 - **learn about the annual cycle of readings and the special place of Simchat Torah.**
- think about writings that are important to them; SMSC
 - consider writings that refer to values and moral codes; PSHE
 - make their own scroll using a particular story from the Torah;
 - think about rules for living and how they regard them;
 - act out stories from the Torah and Tenakh;
 - talk to or interview a member of the Jewish community with reference to their use of sacred writings.

ASSESSMENT INDICATORS

- Pupils know the names of the books of the Torah.
- Pupils can demonstrate an awareness of other books in the Tenakh.

JUDAISM - KEY STAGE 2

Theme C - Festivals: Shabbat, Pesach, Purim (the calendar)

Pupils should know about some of the ways in which different festivals are celebrated in Judaism.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **know how the Jewish calendar affects daily life;**
- **know about a variety of symbolic actions and rituals used at Shabbat within the Jewish home;**
- **develop a knowledge of the festivals of Pesach and Purim;**
- **share in the celebrations of Pesach or Purim using local people from the Jewish community where possible;**
- **consider how these events affects peoples' lives and thinking.**

LEARNING EXPERIENCE

pupils could:

- investigate and discuss the Jewish calendar of festivals and special days;
- investigate how the table is laid for Shabbat and explore some of the symbolism of the meal;
- examine particular aspects of Pesach and Purim looking at food, clothing and artefacts;
- through a visit to a synagogue or a visitor to school look at the celebrations in the home and synagogue;
- act out aspects of the stories and think about how the people involved felt and how today's Jewish community remember.

ASSESSMENT INDICATORS

- Pupils can show an awareness of the Jewish calendar and a specific knowledge of Pesach and Purim or Shabbat.
- Pupils demonstrate a detailed understanding of one of the festivals in Judaism.

JUDAISM - KEY STAGE 2

Theme E - Rites of Passage: Bar and Bat Mitzvah and Marriage

Pupils should be aware of the rites of passage in Judaism and their importance in the life of a believer.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **think about special ceremonies they have been involved with;**
 - **understand the significance of Bar and Bat Mitzvah for Jewish young people;**
 - **find out about how a Jewish marriage is organised and takes place.**
- talk about initiation into cubs, scouts, brownies, guides etc; PSHE/CIT/SLS
 - think about how they felt when becoming part of an organisation; SMSC
 - explore through video and books what events take place at the Bar and Bat Mitzvah;
 - look at the meanings of words used and their significance;
 - look at posters of Jewish weddings and discuss the relevant rituals.

ASSESSMENT INDICATORS

- Pupils should be able to identify the main aspects of Bar and Bat Mitzvah.
- Pupils should know about how a Jewish marriage takes place.

ISLAM - KEY STAGE 2

Theme A - Places: Role of the Mosque

Pupils should be aware of the nature of religious buildings associated with Islam and the Muslim community.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **find out about a mosque and its main features;**
 - **discover the role of the mosque in Islam;**
 - **explore how the mosque is used by Muslims in their daily and community life.**
- look at pictures and video material of a mosque and draw plans; ICT
 - visit a local mosque and find out about its relevant features;
 - interview a Muslim and find out how the mosque is used;
 - find out why some mosques are more important than others;
 - find out about the variety of uses of a mosque by individuals and families.

ASSESSMENT INDICATORS

- Pupils should be able to describe the main parts of mosque.
- Pupils can demonstrate their knowledge of the importance of a mosque to a Muslim.

ISLAM - KEY STAGE 2

Theme B - Writings and Stories: Qur'an and other books of guidance

Pupils should be aware of the origins and importance of sacred writings in Islam.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **discuss the reasons they have books that are special to them;**
 - **look at extracts from the Qur'an;**
 - **find out how the Qur'an is used by Muslims;**
 - **discover the ways Muslims apply the Qur'an to their everyday lives.**
- explore why they like the books that are special to them; SMSC/PSHE/SLS
 - read and discuss Qur'an sections using familiar stories;
 - talk to a Muslim about the use of the Qur'an in the mosque and at home;
 - interview a Muslim about the Qur'anic rules for daily living.

ASSESSMENT INDICATORS

- Pupils should be able to recall stories from the Qur'an.
- Pupils can demonstrate their knowledge of the Qur'an and its teachings about life.

ISLAM - KEY STAGE 2

Theme C - Festivals - Ramadan, Id-ul Adha

Pupils should be aware of the significance of three Muslim festivals and how they are observed and celebrated by Muslims in Britain and elsewhere.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **become familiar with Ramadan and Id-ul-Fitr;**
 - **explore Id-ul-Adha and its link to the Hajj;**
 - **talk to Muslims about their “festival” experiences.**
- learn about the “fasting” month of Ramadan;
 - look at ways in which Muslims celebrate Id-ul-Fitr;
 - find out about the Hajj and its place as a Pillar of Islam;
 - watch video material about the Hajj and Id-ul-Adha; ICT
 - interview a Muslim parent, teacher or older pupil about their experiences.

ASSESSMENT INDICATORS

- Pupils should be able to talk clearly about a Muslim observance of a festival occasion.
- Pupils can demonstrate their knowledge of one festival and how Muslims celebrate.

ISLAM - KEY STAGE 2

Theme D - Key People - Messengers of Allah

Pupils should be aware of the contribution made by key figures to Islam.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **hear stories about the Prophet Muhammad, become aware of stories about the family of The Prophet;**
- **learn about other prophets in Islam (eg Ibrahim, Musa (Moses), Dawud (David), Isa (Jesus));**
- **develop a knowledge about the Prophet Muhammad's role as the final prophet;**
- **investigate how the Prophet Muhammad received the revelation of the Qur'an.**

LEARNING EXPERIENCE

pupils could:

- listen to stories from the lives of Muslim prophets;
- write about the lives of the Prophet Muhammad and his family;
- compare the versions heard with others they may know;
- talk to a local Muslim leader about his knowledge of the Prophet Muhammad;
- investigate stories about the Qur'an and its origins.

ASSESSMENT INDICATORS

- Pupils should know about the Prophet Muhammad and his family.
- Pupils can demonstrate a knowledge of the place of messengers in Islam e.g. Ibrahim, Musa, Isa.

ISLAM - KEY STAGE 2

Theme F - Approaches to Life: Birth, Five Pillars and Seven Beliefs

Pupils should know that Muslims believe in a God and this affects the way they live, treat other people and the natural world.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- understand the importance of welcoming a baby into a Muslim family;
- consider the unity of Allah in Islam;
- be introduced to the Five Pillars of Islam;
- learn about the place of the Hajj in Muslim life;
- develop a knowledge of the stages of the Hajj pilgrimage;
- share with a Muslim their experience of Hajj.

LEARNING EXPERIENCE

pupils could

- look at poster and video material about the naming ceremony; ICT
- discuss the importance of monotheism within Islam and its links to Jewish and Christian beliefs;
- explore the nature of Muslim art-work in relation to their beliefs about Allah, e.g. symmetry, calligraphic design;
- consider each of the Five Pillars of Islam: Shahadah (declaration of faith), Salah (prayer), Sawm (fasting), Zakah (alms giving), Hajj (pilgrimage)
 - use a range of stories and role play to explore these themes;
- explore the beliefs of Islam and how these effect the daily life of a practising Muslim;
- devise a list of beliefs which they feel are important for daily living. PSHE/CIT

ASSESSMENT INDICATORS

- Pupils should know about the Five Pillars of Islam.
- Pupils should be able to demonstrate the link between belief and practice in daily living.

HINDUISM - KEY STAGE 2

Theme A - Places: Puja in the Home and Mandir

Pupils should be aware of the nature and function of religious buildings associated with Hinduism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **know about how and why a shrine is used in a Hindu mandir and home;**
 - **investigate the use of images and symbols in ceremonies;**
 - **develop an awareness of the way symbolism is used in Hindu worship e.g. fire, sound, nature;**
 - **become aware of the variety of deities and images and their relationship to the main gods, Vishnu, Shiva and Durga.**
- discuss the use of a 'special place' in their lives; through an exploration of stillness and use of concentration exercises; SMSC/PSHE
 - work with a group on how a shrine could be set up;
 - think about and explore the reverence paid to an image in a Hindu home and mandir;
 - explore the use of fire in everyday life; watch a video, or visit a mandir to see the Arti ceremony and the use of fire;ICT
 - draw and write about the main aspects of God and the other gods and goddesses.

ASSESSMENT INDICATORS

- Pupils can show that they know about two images used in a Hindu mandir.
- Pupils can use correct terms to describe Hindu mandirs and their functions.

HINDUISM - KEY STAGE 2

Themes B&C – Writings, Stories and Festivals

Pupils should be aware of the origins and importance of sacred writings in Hinduism.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **listen to and discuss some of the stories about the Hindu Gods;**
 - **find out about the Ramayana and the Bhagavad Gita;**
 - **become familiar with Raksha Bandhan and the stories associated with the festival;**
 - **find out about the special foods used during Hindu festivals;**
 - **explore and understand Diwali and its celebration.**
- read and re-tell stories of Krishna, Ganesh and Durga;
 - use role play and drama to explore the concepts found in the stories;
 - research the story of Rama and Sita from a range of sources (incl. C.D); ICT
 - find out about stories, poems and writings in Hinduism;
 - make friendship bracelets (Rakhi) using beads and threads;
 - make special festival sweets;
 - write their own versions of the Diwali story;
 - create role plays about Rama, Sita and Hanuman.

ASSESSMENT INDICATORS

- Pupils should know about the names of some of the Hindu scriptures.
- Pupils are able to recall stories, customs and rituals associated with 2 Hindu festivals.

HINDUISM - KEY STAGE 2

Theme F - Approaches to Life - God, other people and animals

Pupils should know that Hindus believe in a god (Brahman) and this affects the way they live, treat other people and animals.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **find out about the nature of Brahman (God) in Hindu belief and experience;**
- **discover how Hindu belief affects the way other people and the natural world are treated;**
- look at pictures of statues of Hindu images of deities;
- discover how Hindus understand Brahman;
- study Hindu rules for living and what these say about treating people and the natural world;
- read stories that explore these views.

ASSESSMENT INDICATORS

- Pupils should be able to demonstrate knowledge of the beliefs about Brahman and the gods.
- Pupils can demonstrate how Hindu belief affects living and action.

SECTION 9 - KEY STAGE 3

KEY STAGE THREE

Notes to the grid of contents

- (i) Four religions are compulsory Christianity, Judaism, Islam and Hinduism. The content for Buddhism and Sikhism is optional.

- (ii) Christianity must be taught for the majority of the RE time in the key stage.

- (iii) The programmes of study as shown in each unit can be developed in such a way that a teacher can make them relevant to the pupil's experiences. If a particular programme of study seems less relevant it can be covered in a less detailed way.

- (iv) QCA units found on their web-site can be used alongside this syllabus to complement the teaching and learning of the Sutton Programmes of Study. They should not replace the Sutton programmes.

- (v) The 'Human Experience' column suggests starting points. It is for guidance only. Further guidance on "non-religious life stances" is given in section 5b.

- (vi) SACRE recognises that pupils transfer to Key Stage 3 from Sutton primary schools and a variety of other local authority schools. The progression in RE from Key Stage 2 will therefore be mixed.

KEY STAGE THREE Overview of content for Christianity and other religions.

- Schools must teach the content related to Christianity, Judaism, Islam and Hinduism. The Buddhism and Sikhism content is optional.
- The Themes and Human Experience columns are for guidance in planning & introducing units.
- Schools need to ensure that QCA sample units, if used, match Sutton Syllabus content.

THEMES	CHRISTIANITY	JUDAISM	ISLAM	HINDUISM	BUDDHISM (OPTIONAL)	SIKHISM (OPTIONAL)	PERSONAL & HUMAN EXPERIENCE /Secular Life Stances
PLACES	CHURCHES IN ACTION	WORSHIP IN THE HOME AND SYNAGOGUE	WORSHIP IN THE HOME AND MOSQUE	PUJA AND PILGRIMAGE	BIHARA WAT	WORSHIP IN THE HOME AND GURDWARA	SIGNIFICANT
WRITINGS & STORIES	THE BIBLE AND CHRISTIANS	TORAH & JEWISH LAW	QUR'AN & SUNNAH	HINDU SCRIPTURES	THE DHAMMA: TIPITAKA	GURU GRANTH SAHIB AND GURBANI	SPECIAL
SYMBOL	LANGUAGE AS SYMBOL	SYMBOLS AND BELIEF INCL ISRAEL (ZION)		LANGUAGE AS SYMBOL	ARTEFACTS AND IMAGERY	KHANDA AND FIVE K'S	
FESTIVALS	THE CHURCH YEAR incl. ASCENSION AND WHITSUN	THE JEWISH YEAR	THE MUSLIM YEAR	THE HINDU YEAR	THE BUDDHIST YEAR	THE SIKH YEAR	BIRTHDAYS, ANNIVERSARIES
KEY PEOPLE	JESUS IN CHRISTIAN EXPERIENCE	THE JEWISH PEOPLE	ISLAMIC CULTURE	FAMILY AND COMMUNITY	BUDDHAS AND THE BUDDHIST COMMUNITY	SIKHS AND SIKHISM	PARENTS, FRIENDS, PEOPLE IN AUTHORITY
rites of passage	CHRISTIAN COMMITMENT	COMMITMENT IN JUDAISM	COMMITMENT IN ISLAM	COMMITMENT IN HINDUISM	THE LIFE OF A MONK/NUN	SIKH COMMITMENT	BIRTH WEDDINGS
INDIVIDUAL APPROACHES TO LIFE (choices, beliefs & values)	EXPRESSIONS OF CHRISTIAN LIFE	EXPRESSIONS OF JEWISH LIFE	EXPRESSIONS OF MUSLIM LIFE	EXPRESSIONS OF HINDU LIFE	EXPRESSIONS OF BUDDHIST LIFE	EXPRESSIONS OF SIKH LIFE	MORAL ISSUES
CENTRAL BELIEFS	CHRISTIAN BELIEFS	JEWISH BELIEFS	MUSLIM BELIEFS	HINDU BELIEFS	BUDDHIST BELIEFS	SIKH BELIEFS	EXPRESSIONS OF BELIEF

CHRISTIANITY - KEY STAGE 3

Theme A - Places

Pupils should be aware of the nature of the Christian community and how this finds expression.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **study the nature of Christian community;**
- **explore ways in which the Church in the city involves the local community;**
- **look at church styles and the ways these reflect Christian beliefs;**
- **consider Christian pilgrimage in Britain;**
- **consider Christian pilgrimage world-wide.**

LEARNING EXPERIENCE

pupils could

- explore the concept of fellowship;
- plan a survey and explore ways in which like-minded religious groups meet e.g. House groups, organisations within the Church;
- visit two contrasting local Christian places of worship;
- arrange a visit from a local priest to explore the functions of the Church today;
- Look at church work e.g. parent and toddler groups, luncheon clubs etc.
- explore architecture and symbolism expressed within sacred buildings; look at the differences between the styles of different denominations;
- develop understanding of the concept of pilgrimage in the UK;
- undertake an historical review linked to key figures such as Augustine or places such as Canterbury;
- using visual imagery, e.g. video, explore the significance of Jerusalem to three world faiths;
- arrange a visit from a Roman Catholic priest to answer questions on the importance of Rome to Catholics;
- additionally, study a range of places associated with Christian pilgrimage e.g. Taize, Iona, Walsingham, Lourdes, Lindisfrane.

ASSESSMENT INDICATORS

- Pupils should be able to show a knowledge of the Christian church and its community.
- Pupils are familiar with two Christian places of pilgrimage.

CHRISTIANITY - KEY STAGE 3

Theme B - Writings

Pupils should be able to explain the specialised nature of the religious language in Christian writings and how it finds expression.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could

- **consider the nature of the Bible;**
 - **explore how the Bible and other Christian books are used in worship and prayer;**
 - **reflect on different interpretations of similar Bible passages;**
 - **consider how the Bible is used world-wide;**
 - **be introduced to other types of Christian writings.**
- explore the different types of writing within the Bible e.g., history, prophecy, poetry, narrative, law, myth, prayers;
 - interview a Christian, lay or ordained, on the use and importance of Christian writings in their Christian life;
 - select a Bible passage, e.g. Genesis 1, and discuss various possible interpretations;
 - find out about the work of an organisation involved in promoting the Bible, e.g. The Bible Society, Lifewords UK;
 - compare two hymns about Jesus, one ancient and one modern;
 - look at a prayer book and Christian liturgy
 - write a song or prayer which expresses a Christian concept or belief.

ASSESSMENT INDICATORS

- Pupils can explain that there are different types of literature within the Bible library.
- Pupils show an understanding of the significance of sacred Christian writings to believers.

CHRISTIANITY - KEY STAGE 3

Theme C - Symbol

Pupils should appreciate and be able to explain the use of Christian symbolism to convey religious meaning.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **consider the symbolic use of language to express beliefs and feelings;**
- **explore the significance of key Christian symbols to Christian believers;**
- **understand the practice of symbolic actions in Christianity;**
- **explore the nature of Christian symbols around the world.**

LEARNING EXPERIENCE

pupils could

- consider a range of Christian writings and how feelings are expressed; *SLS*
- study a passage such as a creed or psalm;
- consider how two Christian groups, e.g. Roman Catholic/Anglican, variously interpret key symbols such as bread/wine, fish, cross and liturgical colours;
- explore the origins of early Christian symbols;
- visit a local church and explore the use made of religious symbols;
- use role play to investigate examples of symbolic actions such as feet washing, prayer postures, signs of the cross, use of hands;
- make a display of designs/carvings, e.g. stations of the cross or consider the work of Eric Gill at Westminster Cathedral;
- design a banner as a Christian symbol;
- consider how Jesus, or Christian symbols are related to the local community and around the world, e.g. portrayal of Jesus in art or architecture.

ASSESSMENT INDICATORS

- Pupils can identify a range of actions and imagery that are significant Christian symbols.
- Pupils can express the significance of Christian symbols in the lives of many diverse Christians.

CHRISTIANITY - KEY STAGE 3

Theme D - Festivals

Pupils should be aware of the significance of key Christian Festivals.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **consider the nature of Advent in relation to Christmas and the birth of Jesus;**
 - reflect on the experience of getting ready for an important visit or occasion by exploring the procedures and investigating the feelings involved;
 - use appropriate symbols to design their own Advent calendar;
 - discuss Christian understandings of the virgin birth and the nature of Jesus as God's son
- **explore Lent in relation to Easter and its significance to Christian believers;**
 - discuss the act of 'giving up' or taking on something and its significance in relation to Lent and Easter;
 - write a poem exploring the concept of 'sacrifice';
- **look at Whitsuntide and how this celebrates the origins of the Christian Church as well as its significance today.**
 - explore the varying customs associated with Whitsun around the UK;
 - Find out about the beliefs in the Holy Spirit and the effects on Christians.

ASSESSMENT INDICATORS

- Pupils should be able to express the nature and meaning of key Christian festivals to those who believe.
- Pupils should be able to show an understanding of the nature of sacrifice in Christian thinking.

CHRISTIANITY - KEY STAGE 3

Theme E - Key People

Pupils should be aware of the lives and teachings of key figures within Christianity and how they influence the lives of believers today.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **understand that Jesus is the founder of Christianity and learn about the key events of His life;**
 - **consider the contribution of key Christian leaders to the Church and Christianity;**
 - **recognise the influence of Christian leaders and the ways they operate today;**
 - **study selected examples of Christians and Christian organisations considering their influence.**
- use videos, role play, stories, to develop imaginative writing about the life of Jesus;
 - explore the lives of key Christian people who influenced the development of Christianity, e.g. early leaders such as Peter, Paul, Christian Saints, Celtic Christianity;
 - consider the role of religious leaders, e.g. Archbishop of Canterbury, the Pope;
 - collect information and discuss, e.g. Mother Teresa, Cliff Richard, Christians in Sport, Christian Aid, CAFOD

ASSESSMENT INDICATORS

- Pupils can show the link between belief and conduct in Christianity.
- Pupils know about at least one Christian or Christian group.

CHRISTIANITY - KEY STAGE 3

Theme F - Rites of Passage

Pupils should know about Christian commitment as expressed through rites of passage.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **explore how Christians use baptism as a means of initiation;**
- **consider the nature of Christian marriage;**
- **find out how death, and its associated rites is approached by Christians.**

LEARNING EXPERIENCE

pupils could:

- through a visit to a church, explore the ways in which baptism and confirmation are practised. (attention should be given to the words, artefacts and rituals used);
- talk to a variety of Christians about their experiences of baptism;
- study various marriage ceremonies and the words used which show commitment to God and each other;
- devise their own Christian ceremony for a rite of passage;
- look at the language used in a funeral service;
- explore the nature of hope in life after death within Christian funerals.

ASSESSMENT INDICATORS

- Pupils can demonstrate an awareness of the nature and significance of a Christian rite of passage.
- Pupils should be able to express some appropriate ways of celebrating Christian rites.

CHRISTIANITY - KEY STAGE 3

Theme G - Approaches to Life

Pupils should be aware that faith is active and finds expression in the life of the believer.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **explore and gain an understanding of the nature of Christian discipleship;**
 - **understand that there are a range of practices which demonstrate the Christian life;**
 - **consider the relationship between belief and action in the Christian life, both locally and around the world.**
- survey a range of Christian people asking them how they practice their faith, e.g. clergy, monks, nuns, lay Christians and those involved in Christian organisations. Explore any issues arising from this;
 - use role play to explore and justify diverse Christian life styles, e.g. life of solitude, or service to others;
 - read key texts to explore the principles behind being a Christian, e.g. Sermon on the Mount, Greatest Commandments;
 - consider the work of local charities such as Shelter, Crisis, London City Mission and international Christian charities such as CAFOD, Oxfam, Christian Aid and their motivating principles for action.

ASSESSMENT INDICATORS

- Pupils can recognise and describe at least two contrasting Christian life styles.
- Using a key text, pupils can identify the underlying principles involved in living the life of a Christian.

CHRISTIANITY - KEY STAGE 3

Theme H - Christian Beliefs

Pupils should understand the relationship between belief and practice in the life of a Christian, though this may be expressed in different ways.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **explore the nature of God in Christian thinking;**
- **examine the language used by Christians to explain the nature of the Trinity;**
- **consider the Christian belief that Jesus is Saviour;**
- **explore the belief in the Holy Spirit and how this finds expression within the Christian Church.**

LEARNING EXPERIENCE

pupils could:

- look at a range of Creation stories from around the world;
- interview a visiting Christian and explore their belief about God as creator and words used to describe God's nature;
- consider the use of terms, such as Father/Mother, son/child, Holy Spirit/Ghost;
- interview a number of Christians about their experiences and views of Jesus (similarities and differences could be noted and discussed);
- research ways in which individual Christians and some Church groups express their beliefs about the Holy Spirit;
- look at Unitarianism and Trinitarianism.

ASSESSMENT INDICATORS

- Pupils should know about the Christian belief in the Trinity.
- Pupils should be aware of diverse stories about creation.

BUDDHISM - KEY STAGE 3

Theme C - Symbol: Artefacts and Imagery

Pupils should appreciate and be able to explain the use of symbolism in Buddhist practice.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils could be offered opportunities which enable them to:

pupils could:

- consider the symbolic use of language to express beliefs and feelings.
 - explore the significance of key Buddhist symbols for Buddhists;
 - understand the practice of symbolic actions in Buddhism
- consider a range of Buddhist writings and how feelings are expressed;
 - study a passage from a sacred text;
 - consider the symbolic importance of the wheel and the lotus flower within Buddhism;
 - explore the use of symbolism within a Buddhist temple or shrine;
 - consider a range of postures adopted by the Buddha depicted in statues and their meaning for Buddhist devotees;
 - look at a range of mandala designs and then design their own;
 - look at different forms of meditation and the postures adopted;
 - consider the symbolic actions adopted by Buddhist monks in their daily lives e.g in relation to obtaining food;
 - collect a range of visual images depicting the life of the Buddha.

ASSESSMENT INDICATORS

- Pupils can identify a range of actions and imagery that are significant to Buddhists.
- Pupils can express the significance of Buddhist symbols in the lives of many diverse Buddhist believers.

HINDUISM - KEY STAGE 3

Theme D - Festivals: The Hindu Year

Pupils should be aware of the significance of key Hindu festivals.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils should be offered opportunities which enable them to:

pupils could:

- **explore selected festivals linked to seasons of the year;**
- **research the influence of the seasons on selected festivals, e.g. Holi and Spring, Diwali and New Year;**
- **recognise that Hindus celebrate significant events in the lives of Hindu gods;**
- **make a calendar showing the Hindu lunar year and compare this with other calendars;**
- **compare and contrast how the birthdays of Rama and Krishna are celebrated;**
- **understand that individual Hindus worship God in many diverse ways.**
- **find out the significance of festivals to Hindus today;**
- **interview a practising Hindu to find out how the calendar influences their daily life;**
- **write a poem exploring the concept of “celebration”.**

ASSESSMENT INDICATORS

- Pupils should be able to express the nature and meaning of key Hindu festivals to those who believe.
- Pupils should be able to show an understanding of celebration in Hindu thinking.

ISLAM - KEY STAGE 3

Theme B - Writings: Qur'an and Sunnah

Pupils should be aware of the origins and importance of Muslim sacred writings.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **consider the Qur'an and its importance in the life of a Muslim;**
- **consider the Hadith and the Sunnah and the nature of authority.**

LEARNING EXPERIENCE

pupils could:

- find out how the Qur'an was recorded, organised and preserved;
- consider the concepts of obedience, responsibility and loyalty in the light of Muslim belief about the uniqueness of the Qur'an;
- interview Muslims about sources of authority and guidance in their lives;
- look at key incidents in the life of the Prophet Muhammad and how his life is recorded;
- consider the lives of selected prophets and the examples which can be learned from them;
- discuss the different forms of guidance they have experienced and its relevance.

ASSESSMENT INDICATORS

- Pupils should be able to identify the key Muslim writings.
- Pupils should be able to demonstrate an understanding of the nature of authority for Muslims.

JUDAISM - KEY STAGE 3

Theme E - Key People: The Jewish People

Pupils should be aware of the influence of the lives and teachings of selected key figures within Judaism.

PROGRAMME OF STUDY

Pupils should be offered opportunities which enable them to:

- **understand the importance of the Patriarchs for the early development of Jewish identity;**
- **consider the contribution of selected biblical figures to Judaism;**
- **recognise the ways Jewish leaders operate today and their influences;**
- **study selected examples of Jews and Jewish organisations, considering their influence.**

LEARNING EXPERIENCE

pupils could:

- explore the concept of covenant as exemplified through Abraham and Moses;
- research the contribution of Moses to developing the idea of “God’s people” through the laws and community living;
- discuss the importance and relevance of rules for community living;
- explore the lives of significant Jews who influenced the development of Judaism e.g., prophets, psalmists, rabbis;
- look at the life of a local rabbi or the Chief Rabbi in Britain;
- consider the nature and function of Jewish organisations such as the Board of Deputies of British Jews.

ASSESSMENT INDICATORS

- Pupils can use selected Jewish examples to show the link between belief and conduct.
- Pupils should know and understand about the life of at least one Jew or Jewish group.

SIKHISM - KEY STAGE 3

Theme B - Writings and Stories: Guru Granth Sahib and Gurbani

Pupils should be aware of the origins and importance of the language used in Sikh sacred writings.

PROGRAMME OF STUDY

LEARNING EXPERIENCE

Pupils could be offered opportunities which enable them to:

pupils could:

- consider the Guru Granth Sahib and its role as the living Guru today;
- consider the Dasam Granth and the Gurbani.
- read some of the sections from the Guru Granth Sahib and discuss their significance;
- look at the text of the Mool Mantar discuss their own ideas about God and how these compare with the Sikh beliefs about God;
- examine the nature and role of religious leaders; explore their value to different groups;
- consider how the Guru Granth Sahib is treated by members of the Sikh faith, both in the home and the Gurdwara;
- look at key incidents in the life of Guru Gobind Singh and how his life is recorded;
- compare Sikh hymns with those from other faith communities; identify any similarities or key differences;
- research how the Guru Granth Sahib replaced the human Gurus;
- write their own form of a praise poem.

ASSESSMENT INDICATORS

- Pupils should be able to identify the key Sikh writings.
- Pupils can demonstrate an understanding of key Sikh writings and what they teach about the nature of God.

SECTION 10

KEY STAGE 4

The agreed syllabus requirements for Key Stage 4 are as follows:

- (i) that all pupils take either a full GCSE course in Religious Studies,

or

a Short Course GCSE in Religious Studies, subject to the latter being spread over the whole key stage and being intended to occupy 5% of curriculum time in each year of this key stage;
- (ii) the course requirement, in (i) above, applies whether or not pupils are entered for a public examination;
- (iii) schools may follow any GCSE syllabus which covers more than one faith.

SECTION 11

POST - 16 RELIGIOUS EDUCATION

SACRE recognises that Religious Education at post -16 may need to be delivered in diverse ways depending on the school context.

A copy of the SCAA publication, Religious Education 16-19, was included as an integral part of this Syllabus when first published in 1996. That document suggested a range of suitable topics. This Syllabus requires that each pupil at this key stage must take at least one topic each year except where they are taking an examination course in Religious Studies. The SCAA document is no longer available but schools are still encouraged to look at its content for guidance on the structure of RE at this key stage.

The SCAA booklet allows for various possible approaches. SACRE especially recommends any of the following:

- 1) where Religious Education may be part of a General Studies course;
- 2) where Religious Studies is part of an 'A' level examination course;
- 3) where Religious Education may have specially designated days or conferences.

Religious Education is not restricted to any one of these models and may appear within a model which amalgamates these styles of approach.

SECTIONS 12 and 13 were previously circulated with the original Agreed Syllabus in 1996 and should still be available in the schools. The Glossary is still available from QCA publications and on their web-site. www.qca.org.uk

SECTION 14

Acknowledgements

SACRE wishes to thank all those involved in the revision of this syllabus. Particular thanks must go to the Working group of the Agreed Syllabus Conference and others who gave up their own time to ensure the revision was completed in the time given.

RESyllabus01/07