



# Teaching and Learning with the new RE syllabus

A briefing and workshop for teachers

May 2019

# Resources Folder

Resources can be downloaded from Dropbox folder at:

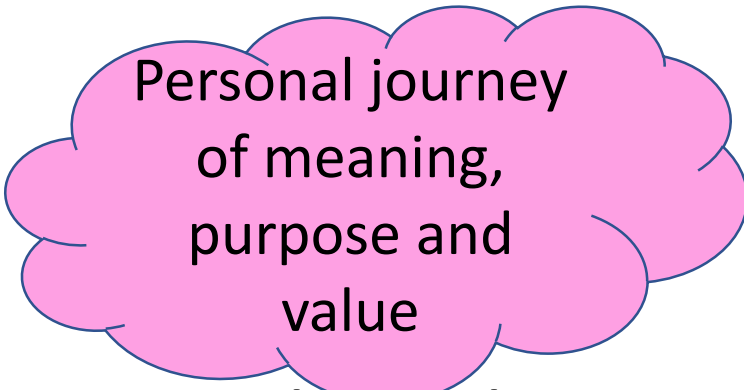
<https://bit.ly/2V34zik>

Until the end of June

# Why is it called **Believing and Belonging**?

- First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. A good curriculum will ensure that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).
- Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and we share this patch of the Earth.

# Three Aims in the syllabus



Personal journey  
of meaning,  
purpose and  
value

A balance of these should be included in any curriculum plan at every key stage. Pupils and students should:

- **A. Investigate the beliefs and practices of religions and other world views; (Religious Studies)**
- **B. Investigate how religions and other world views address questions of meaning, purpose & value; (Philosophy)**
- **C. Investigate how religions and other world views influence morality, identity and diversity. (Ethics and community)**

# Religions to be taught

KS1	5-7	Christianity, Islam and non-religious world views
KS2	7-11	Add Judaism and Sikhism
KS3	11-14	Add Hinduism and Buddhism

- Elements of all faiths can be included in all years (e.g. festivals) and as a response to local needs and circumstances.
- RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.

# **Teach RE through key questions, enquiry and investigation**

Each unit of work should focus around a key question related to the subject content of the syllabus.

Enquiry and investigation of the key question should include at least three elements:

1. An analysis of the question;
2. A critical investigation of relevant beliefs, practices and ways of life;
3. A reasoned and critical response.

# Knowledge and Understanding of Core Religions

A series of provision maps are now included in the syllabus to help schools ensure progression of knowledge and understanding from KS1 to KS3.

The content grids cover:

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism
- Non-religious world views (Humanism)
- Sikhism

# The legal Framework

- **All schools** in England, whatever their foundation or governance, must teach religious education from **age 5 to 18**.
- In **maintained community, foundation or voluntary controlled schools**, RE is taught in accordance with this Local Agreed Syllabus.
- In **Voluntary Controlled schools**, there may be a denominational requirement to provide a certain proportion of teaching from the religious designation i.e. 66% of RE should be Christianity
- SACREs also very strongly advise all schools to ensure their curriculum includes **robust coverage of the variety of world faiths** and diversity within them.



# Legal Framework .....

In **Voluntary Aided** schools RE must be taught in accordance with the trust deed. The Anglican Diocese of Leeds recommends that VA schools base the curriculum on the diocesan syllabus. However, this local authority agreed syllabus may also be used to support the teaching of RE if governors so choose, especially using the units of work.

**Academies and Free Schools** may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus. The legal requirement to teach RE to all pupils aged 5-18 is unchanged.

# Time Allocation

It is a legal requirement that all pupils are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. To deliver RE with integrity, schools will need to allocate at least the **equivalent of an hour a week**. Organisation of this time is a matter for schools.



# Assessment in the New Syllabus

- End of Key Stage statements are provided for each Key Stage (pp78 – 81)
- Skills and content are clearly summarised, linked to each of the three areas of study.
- The statements provide a simple summary of the detail provided in the provision maps.

# End of Key Stage statements (KS1)

<p><b>A. Investigate the beliefs and practices of religions and other world views</b></p>	<p><b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b></p>	<p><b>C. Investigate how religions and other world views influence morality, identity and diversity</b></p>
<p><b>Beliefs and authority</b></p> <p><b><u>Retell and suggest meanings</u></b> for some religious and moral stories, exploring and discussing <b><i>sacred writings and traditions</i></b> and recognising the traditions from which they come.</p>	<p><b>The Nature of Religion and Belief</b></p> <p><b><u>Notice and respond sensitively</u></b> to some <b><i>similarities between different religions and other world views</i></b> in their approach to questions of beliefs and meaning.</p>	<p><b>Moral decisions</b></p> <p><b><u>Find out about <i>questions of right and wrong</i></u></b> and <b>begin to express their ideas</b> and opinions in response.</p>

# Assessment : Progress ladder (KS2)

	Lower KS2: Pupils <b>working towards</b> KS2 expectations will:		Upper KS2: Pupils <b>securely achieving</b> KS2 expectations will:	
<b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>	<b>Y3 pupils should:</b> Observe  Express own ideas  Observe and respond thoughtfully	<b>Y4 Pupils should:</b> Explain and give reasons  Present ideas  Reflect and give examples	<b>Year 5 Pupils Should:</b> Identify and explain  Apply and explain ideas  Reflect and suggest reasons	<b>Year 6 Pupils should:</b> Explain a range of opinions and give reasons  Summarise and apply a range of ideas  Weigh up different points of view
	<b>Summarised as:</b>		<b>Observe and suggest reasons</b>	<b>Consider, compare and contrast</b>

# Assessment in the Units of Work

Age-related expectations:

- Summarised at the beginning of each unit of work
- Assessment is informed by ongoing assessment throughout the unit – valuing teacher observation
- Consistent assessment language repeated for each key stage/year group in ‘Learning outcomes’

# The Challenge of Assessment

How do we develop progressively complex, critical thinking at all key stages?

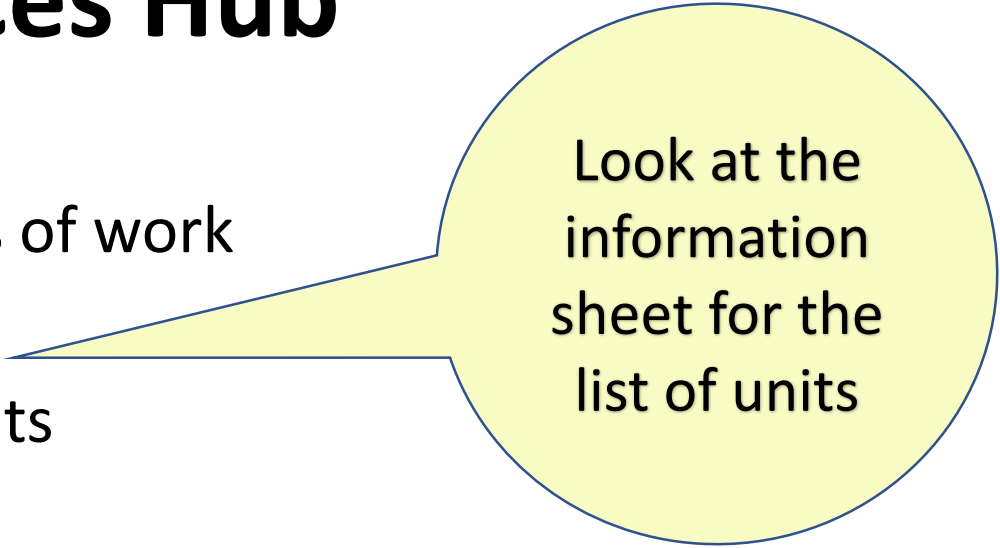
How do we assess 'thinking' ?

'Snowflake debate' activity

# The RE Resources Hub

Revised RE Hub with new and revamped units of work

- Includes over 60 detailed units of work
- Mapped to the syllabus content requirements
- Other resources and guidance



Look at the information sheet for the list of units

These can be used 'off the peg' – but better still, used as a basis for your own broad and balanced RE curriculum.

You can use, edit, rewrite as matches the needs of your school.



# What's new

A range of new units of work, covering world faiths in more depth

*For example, units on Judaism and Sikhism at lower and upper KS2*

A series of detailed units of work covering Christianity, mapped to both texts and living experience, covering KS 1-3

New revised and detailed units of work at KS3-4, some written by RE Today Services

Detailed content and progression maps

# Teaching about Christianity

Year	Covenant	Christ	Kingdom	Spirituality	Discipleship
3		Compare and contrast stories about Jesus and explore the meaning of these, such as: the Feeding of the Five Thousand (Matthew 14: 13-21); the healing of the Blind Man (John 9:1-12), the call of Zacchaeus (Luke 19:1-10) or the raising of Lazarus (John 11). Explore the concept of miracle and weigh up different ideas about how they might be interpreted 3.4	Describe how the Bible is made up of many different books with different purposes (narratives, poetry, letters law, etc) and how there are different translations and interpretations. Show understanding of the importance of the New Testament (Covenant) and how it includes: gospels (stories, teachings and beliefs about Jesus); accounts of the early church including Paul (Acts of the Apostles and letters to churches) 3.4	Compare and contrast different expressions of spirituality including individual and collective worship, prayer and music. Explain the content and meaning of the Lord's Prayer (Matthew 6:9 -15). Explore how Christians use and study the Bible in different ways 3.2  Describe and evaluate how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Look at some of the Psalms as examples 3.2	
4	Describe and show understanding of how Christians believe God to be an all-powerful Creator as well as eternal, loving and righteous. Explore how God is seen as the Holy Trinity, Father, Son and Holy Spirit. 4.3				Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. Notice how leadership differs in churches from bishops and clergy to leadership by lay people. Make links between the church in Yorkshire and Christian communities worldwide, responding to work for charities at home and abroad. 4.2

Detailed content based on theology, texts and living experience in five broad strands, mapped to year groups

# Teaching about Christianity

*Units of work for each year group mapped to content:*

1. What does it mean to belong to a church of a mosque?
2. What did Jesus teach and how did he live?
3. What do Christians believe about a good life?
4. What faiths are shared in our country?
5. What do Christians believe about the old and new covenants?
6. What do Christians believe about Jesus' death & resurrection?
7. How do Christians express faith and spirituality?
8. What do Christians understand by God and the Trinity?
9. How do Christians view the Kingdom of God and what sources of authority do they use?



Key Questions	Learning Objectives	Teaching and Learning Opportunities	Learning Outcomes	Assessment
Why do Christians believe in God?	Understand the concept of God as the creator of the world and the source of life.	Use the Bible to explore the concept of God as the creator of the world and the source of life. Explore the concept of God as the creator of the world and the source of life. Explore the concept of God as the creator of the world and the source of life.	Understand the concept of God as the creator of the world and the source of life.	Understand the concept of God as the creator of the world and the source of life.
Why do Christians believe in Jesus?	Understand the concept of Jesus as the son of God and the savior of the world.	Use the Bible to explore the concept of Jesus as the son of God and the savior of the world. Explore the concept of Jesus as the son of God and the savior of the world. Explore the concept of Jesus as the son of God and the savior of the world.	Understand the concept of Jesus as the son of God and the savior of the world.	Understand the concept of Jesus as the son of God and the savior of the world.

# Teaching about Christianity pack

Aim: to support effective and thorough teaching about Christianity as part of a broad and balanced RE curriculum in primary schools.

## Content

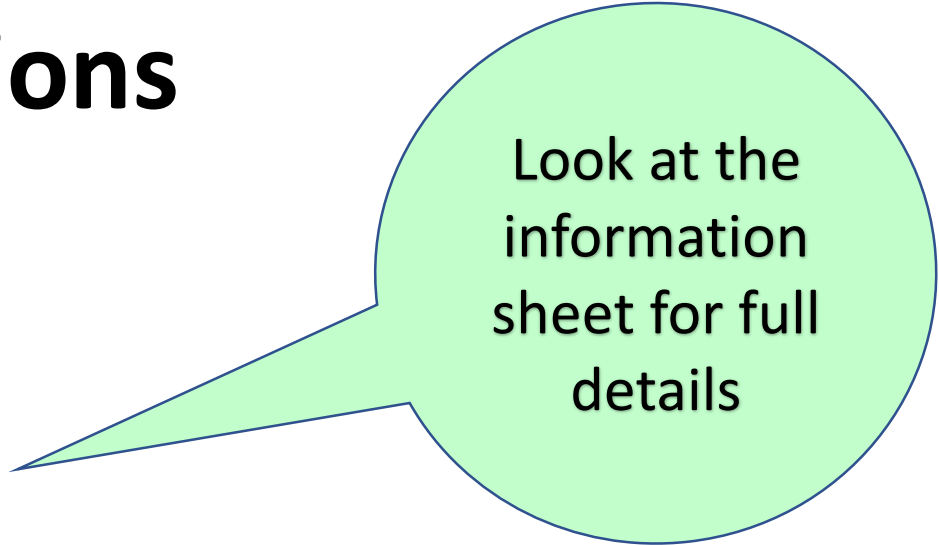
- A summary of the principles and requirements
- Detail of the learning content required
- Mapping of the learning content against units of work
- The discrete units of work for Christianity at KS1 and KS2.

Available free to RE Network members

Special half day training courses in Leeds and Halifax

# Subscriptions

**A 5-year subscription is £200  
(£100 for current subscribers renewing)**



Look at the  
information  
sheet for full  
details

1. Sign on and set up an account at <http://kirkleesbusinessolutions.uk/>
2. You will receive an email with an initial password that you need to change
3. If you have any queries please contact the support team at [business.solutions@kirklees.gov.uk](mailto:business.solutions@kirklees.gov.uk) , or telephone 01484 414708.
4. Your school will be invoiced by Kirklees Business Solutions

# Some other points

- Subscriptions are for individual school subscriptions (not local authorities, MATs or federations)
- Please keep your email details and password carefully and share with staff
- Queries about the content etc can be addressed to [learning@kirklees.gov.uk](mailto:learning@kirklees.gov.uk)
- Queries about technical issues should be addressed to [business.solutions@kirklees.gov.uk](mailto:business.solutions@kirklees.gov.uk) (01484 414708) – not us!

# Planning your Curriculum

*Think about your long term plan.....on your own but chatting to your neighbours too*

- Consider a balance across the 3 aims of the syllabus including in -depth religious studies and thematic studies.
- How will you enhance the RE teaching with visits and visitors?
- On the back of the long term plan think about additional resources you might need. What about extra CPD for staff?
- How does this fit in with discussions in school re the intent, implementation and impact of the curriculum?

# Planning a unit

