

## DELEGATED POWERS REPORT NO. 203

### Control sheet

**The following MUST be completed at each stage of the process**

<b>All reports</b>		
1. Democratic Services receive draft report	Name of DSO Date	Nick Musgrove 1/2/07
2. Democratic Services cleared draft report as being constitutionally appropriate	Name of DSO Date	Nick Musgrove 1/2/07
3. Finance clearance obtained from ( <i>report author to complete</i> )	Name of Fin. officer Date	Averil Donohoe 2/2/07
4. Staff and other resources issues clearance obtained from ( <i>report author to complete</i> )	Name of Res. officer Date	Martin Baker 2.2.07
5. Legal clearance obtained from ( <i>report author to complete</i> )	Name of Legal officer Date	Margaret Martinus 22.2.07
6. CPO clearance obtained from ( <i>report author to complete</i> )	Name of CPO officer Date	Andrew Nathan / Julie Pal 1.2.07
7. The above process has been checked and verified by Chief Officer or his/her Deputy ( <i>report author to complete</i> )	Name Date	Gillian Palmer 1.2.07
8. Report, <u>containing scanned signature</u> of Cabinet Member or Chief Officer, & date, received by Democratic Services for publishing	Name of DSO Date	Nick Musgrove 2/3/07
9. Report published by Dem Services to website	Name of DSO Date	Nick Musgrove 2/3/07
10. <i>Officer reports (Exec. Function) and all Council function reports</i> : Head of Service informed report can be implemented.	Name of DSO Date	N/A
<b>Cabinet Member reports only – also complete the following steps</b>		
<b>All other reports – for further steps go to 19 below</b>		
11. Expiry of call-in period	Date	9/3/07
12. Report circulated for call-in purposes to COSC members & copied to Cabinet & Head of Service	Name of DSO Date	Nick Musgrove 2/3/07
13. Report called in?	Y/N	
14. <i>Reports not called in</i> : Head of Service informed report can be implemented ( <i>Now go to step 19</i> )	Name of DSO Date	
<b>Reports called in, complete following steps:</b>		
15. Information passed to Head of Service and DSO for COSC	Name of DSO Date	
16. Report listed for COSC meeting on	Date	
17. Head of Service informed report referred back (Ref), or can be implemented (Imp)	Ref/Imp	
18. <i>Reports exempted from call-in</i> : Date PDSO informed for report to Council. Date reported to Council	Name of DSO Date Council meeting	
19. <i>All reports</i> : Date referred to OSC Manager;	Name of DSO Date	
20. Referred to OSC	Meeting Date	

**ACTION TAKEN BY CABINET MEMBER(S) UNDER DELEGATED POWERS  
(EXECUTIVE FUNCTION)**

<b>Subject</b>	<b>Agreed Syllabus for Religious Education</b>
<b>Cabinet Member(s)</b>	<b>Children's Services</b>
Date of decision	2 March 2007
Date decision comes into effect	9 March 2007

Summary	To approve the Council's Agreed Syllabus for Religious Education to meet statutory obligations set out in the Education Reform Act 1988. This has been prepared by Barnet's Agreed Syllabus Conference to replace the current syllabus of 1999.
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Officer Contributors	Director of Children's Services
Status (public or exempt)	Public
Wards affected	Not applicable
Enclosures	1. Draft Syllabus 2. List of members of Agreed Syllabus Conference
Reason for exemption from call-in (if appropriate)	Not applicable

Contact for further information: Martin Baker 020 8359 7270

Serial No. 203

## **1. RELEVANT PREVIOUS DECISIONS**

- 1.1 The draft syllabus for religious education was approved for use in Barnet schools by the Agreed Syllabus Conference meeting on the 13<sup>th</sup> November 2006. The statutory four groups comprised of representatives from:

Group A: Christian denominations and other religions and religious denominations

Group B: the Church of England

Group C: representatives of the teachers' organisations

Group D: the local education authority

All four groups had representatives present at the meeting and the list of voting members is included as enclosure 2 to this report. The vote to approve the syllabus was recorded as unanimously in favour of acceptance by all four groups.

- 1.2 Previous Local Authority decision for current syllabus was taken by the Education and Children's Policy Development Committee on 19 April 1999.

## **2. CORPORATE PRIORITIES AND POLICY CONSIDERATIONS**

- 2.1 This decision supports the sustainable Community Strategy priority for Investing in Children and Young People and the Children and Young People Plans action to raise achievement by promoting improvement and innovation in the curriculum and how it is taught.

## **3. RISK MANAGEMENT ISSUES**

- 3.1 Failure to have an approved syllabus in place will result in the Council being in breach of its statutory duties. The syllabus by law needs to be reviewed every five years. In Barnet this process began in 2004 but was delayed by the government curriculum authority who were drawing up the Non-Statutory National Framework. Approval of this Agreed Syllabus is now needed so that all Barnet community schools can implement the syllabus for religious education from September 2007.

#### **4. EQUALITIES AND DIVERSITY ISSUES**

- 4.1 Barnet is one of the most religiously diverse Boroughs in England and this diversity both within and between religions has been recognised and incorporated in the writing of the new syllabus.
- 4.2 The Agreed Syllabus Conference has been a partnership between religious groups in the Borough, the Local Authority and teaching representatives.
- 4.3 It is hoped that the syllabus will enable children and young people to learn from each other, and from the religious and ethical experiences of Barnet's people and help encourage mutual understanding and social cohesion.
- 4.4 Movement for many of our children and young people is part of their lives, whether they move from another borough or another part of the world, this too has been recognised in the writing of the syllabus.
- 4.5 The agreed syllabus has been designed to enable schools to provide an exciting and progressive curriculum to empower everyone to learn about and learn from religion and human experience. It has been organised using Key Questions and Religious Themes to develop children and young people's understanding of common human and religious experiences.
- 4.6 The syllabus supports the aims of 'Every Child Matters' and it has been developed to contribute to inclusive education by highlighting the unique experience of each child and young person.
- 4.7 The syllabus aims to make a significant contribution to pupils' spiritual, moral, social and cultural understanding by providing a balance of teaching between knowledge of religious beliefs and values and exploration of human experiences upon which individuals and groups base their search for meaning and purpose.
- 4.8 There has been extensive consultation at all stages in the development of the syllabus with faith and teacher groups within Barnet. When the guidelines are produced they too will involve consultation with the same groups. They will highlight the need for dialogue with faith groups, visits to local places of religious interest and the importance of visitors from faith groups in school.
- 4.9 The syllabus will be on the Barnet grid for learning and accessible to all. Copies will be provided for faith groups, libraries and schools.

## **5. FINANCIAL, STAFFING, ICT AND PROPERTY IMPLICATIONS**

- 5.1 There are no additional implications. Funding for the publication will be met from existing budgets and schools already have the relevant staffing in place.

## **6. LEGAL ISSUES**

- 6.1 The syllabus has been developed to meet the requirements of the Education Reform Act 1988 in reflecting 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.
- 6.2 The procedure that has been followed has been in accordance with current legislation.

## **7. CONSTITUTIONAL POWERS**

- 7.1 Constitution, Part 3, Responsibility for Functions: Section 3, Responsibility for Executive Functions: paragraph 3.1 Cabinet Members. Approval of the Syllabus is an executive function not reserved to full Cabinet.

## **8. BACKGROUND INFORMATION**

- 8.1 Religious education has been part of the statutory school curriculum since 1944 and the need for knowledge and understanding of religion and the issues it raises continues to be of great importance.
- 8.2 Religious education is the only subject decided locally and Barnet has great resources in terms of people and religious sites that will support children and young people's learning.
- 8.3 The Borough has a statutory responsibility to have in place a permanent body SACRE (Standing Advisory Council for Religious Education) to advise the LA on matters concerned with the provision of RE and collective worship. This body is in place and consists of four groups as indicated in 1.1 it meets once a term. It produces an annual report which it distributes widely in the Borough. At the regular meetings issues

concerning religious education and collective worship are discussed. There is a good relationship between all the groups and events and resources have been organised and produced to support high quality religious education.

The Borough also has to establish an occasional body which convenes to produce and recommend an agreed syllabus for RE this is called an Agreed Syllabus Conference. It is this body that has recommended the new syllabus for RE be approved for use in Barnet community schools.

## **9. LIST OF BACKGROUND PAPERS**

- 9.1 The list of meetings of the ASC working party and full ASC and copies of minutes of the meetings
  
- 9.2 Any person wishing to inspect the background papers listed above should contact Janet Robinson on 020 8359 7655 or [janet.robinson@barnet.gov.uk](mailto:janet.robinson@barnet.gov.uk)

## **10. DECISION OF THE CABINET MEMBER(S)**

**I/We authorise the following action**

- 10.1 Approval of the Agreed Syllabus for Religious Education as attached to this report.**

<b>Signed</b>	<b><u>[Signed by Cllr Fiona Bulmer</u></b> <b>Cabinet Member for Children's Services</b>
<b>Date</b>	<b><u>2 March 2007</u></b>

Introduction version 13<sup>th</sup> November 2006

Barnet is one of the most religiously diverse Boroughs in England. This diversity provides a rich heritage. It enables children and young people to learn from each other, and from the religious and ethical experiences of Barnet's people.

There is also great diversity within the individual religions represented in Barnet and followers come from many different cultures and traditions. It is important that this diversity and the relationship between religion and cultures is recognised and discussed in our schools.

Movement is a fact of life for many of our children and young people. This can mean travelling into Barnet from another borough or vice versa for their schooling. Many young people have migrated here from all over the world and some return to their place of birth for extended periods.

The agreed syllabus has been designed to enable schools to provide an exciting and progressive curriculum to empower everyone to learn about and learn from religion and human experience. It has been organised using Key Questions and Religious Themes to develop children and young people's understanding of common human and religious experiences.

We believe that this syllabus supports the aims of 'Every Child Matters' and it has been developed to contribute to inclusive education by highlighting the unique experience of each child and young person.

The syllabus will be intellectually demanding for every age group. It has been designed to support the personal development of each pupil. This syllabus will assist children and young people in understanding the world of the twenty first century and in making informed decisions about their future as individuals, and as local and world citizens.

It has been developed to meet the requirements of the Education Reform Act 1988 in reflecting 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. The syllabus aims to make a significant contribution to pupils' spiritual, moral, social and cultural understanding by providing a balance of teaching between knowledge of religious beliefs and values and exploration of human experiences upon which individuals and groups base their search for meaning and purpose.

With the publication of this syllabus, it is the intention of Barnet Standing Advisory Council for Religious Education to support its implementation by the producing high quality learning materials and resources to allow for its full implementation.

### **Issues that must be considered in using the syllabus**

One of the most important areas that schools need to consider in their long term planning is the balance of religions included in schemes of work so as to ensure that at the end of each Key Stage pupils have had the opportunity to encounter a number of different faiths and beliefs. The study of Christianity needs to be included at all Key Stages. Advice on planning will be included in the guidelines.

This syllabus has been arranged thematically and it is essential that pupils encounter all the major faiths in their school career. Barnet is the second most religiously diverse borough in England and most classrooms will have pupils from many religious backgrounds. It has great resources to support teachers these include pupils, parents, the school community and the wider community including the many religious and cultural institutions in Barnet. . According to the latest census data (2001) in Barnet the following faiths and beliefs are represented:

Bahai  
Buddhism  
Christianity  
Hinduism  
Humanism  
Islam  
Jainism  
Judaism  
Rastafarianism  
Shinto  
Sikhism  
Zoroastrianism

Within all these religions there are often different groups and perspectives. Due to the number of people within each of the religions represented in Barnet there may well be different perspectives in each classroom it is therefore important to be aware of the ways in which this diversity can be shown in approaches to worship and other aspects of religious life. It is also important for this syllabus to be inclusive and in all classes there will be children and young people from secular backgrounds and so all units should begin with common human experiences and then the religious experiences of the class. Examples studied should represent a balanced range of traditions including children, women and men from a variety of cultures, traditions and countries.

This syllabus replaces the previous Barnet syllabus for RE (1999) and will need to be fully implemented at all Key Stages from September 2007.



## **Barnet's Agreed Syllabus and The Law.**

Under the Education Act 1996 schools must provide religious education (RE) for all registered pupils, although parents can choose to withdraw their children. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus. Each agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.

Pupils who attend special schools should be taught religious education 'so far as it is practicable'. Education Act 1981.

Providing opportunities for Collective Worship will **not** fulfil the law for delivering Religious Education.

## **Time for RE**

*Barnet Agreed Syllabus Conference (ASC) recommends a minimum of one hour per week devoted specifically to Religious Education.*

## **Aims of Religious Education**

The aim of Religious Education in the Agreed Syllabus is to enable students to explore the nature of religion and fundamental questions of human experience.

Religious Education should therefore help pupils to:

- develop and extend knowledge and understanding of Christianity and other world faiths, and of ethical beliefs
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities and societies
- enhance and reflect on their own spiritual, moral, social and cultural development
- grow in confidence in their own faith and respect those with a faith different from their own
- develop a positive attitude to living in a religiously diverse society
- develop the ability to make reasoned and informed judgements about religious and moral issue.

• **The Big Picture**

Foundation	KS1	KS2	KS3	KS4	Sixth form RE
Myself  Belonging	Special places in the home and the community	Religion and the individual  Religion, family and community (places of worship)  Pilgrimage and sacred places	Transition unit Interfaith dialogue  Global issues  Religion and Science	To follow the short or full course religious studies examination specification provided by one of the awarding bodies.	Contemporary issues for religion <ul style="list-style-type: none"> <li>• Diversity and Equality</li> <li>• The Individual and personal quest for meaning</li> <li>• Ethics and relationships</li> <li>• Social and Environmental Responsibility.</li> </ul>
	Story  Celebration  Symbols	Teaching and Authority (sacred texts) Worship Journey of Life and death Symbols and religious expression Inspirational people	Authority  Beliefs and concepts  Expressions of spirituality		Aspects of religion and <ul style="list-style-type: none"> <li>•1 Psychology</li> <li>•2 Science</li> <li>•3 Arts</li> </ul>
	Leaders and teachers  Believing	Beliefs Beliefs in Action  Transition unit	Ethics and relationships Rights,responsibilities and coming of age.		Philosophy of religion

### Foundation stage – Myself

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What makes me unique and special? To whom am I special?</p> <p>Why our name was chosen?</p> <p>How do we celebrate our uniqueness?</p> <p>What are the important stages in our lives, focussing on birth customs?</p>	<p>To understand that everyone is a unique human being and is special</p> <p>To explore a range of celebrations, worship and rituals in a religion noting similarities and differences</p> <p>To understand that religions mark birth with special ceremonies and symbols.</p>	<p>symbolism and meanings of names of children in the class</p> <p>Names and naming in at least two religions. Compare and contrast the ceremonies.</p> <p>Birthdays of two religious figures.</p>	<p>Symbolism of birth ceremonies</p> <p>Explore how birth ceremonies express beliefs, feelings and emotions and understand that this is the first step in their journey of faith.</p> <p>Appreciate the value of celebrations and the marking of special events in people's lives.</p>	<p>Pupils can recognise the key features of birth ceremonies. They can retell, discuss, draw, write about or role play, what is interesting and of value to themselves and others</p> <p>Pupils can ask questions about, and respond sensitively to, their own and others experiences and feelings</p>

## Foundation stage – Belonging

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What makes us unique and special? Who is special to me?</p> <p>What groups do people belong to?</p> <p>What does it mean to belong to a family?</p> <p>What does it mean to belong to a community?</p> <p>What does it mean to belong to a religious community?</p> <p>Why belonging is important?</p>	<p>To make links with belonging to a family, neighbourhood and a religion.</p> <p>To understand what a family is and that there are different types of families</p> <p>To understand how family members care for one another</p> <p>To know that there are special people in their lives</p>	<p>What does it mean to belong to a family? A secular perspective?</p> <p>What does it mean to belong to a religion?</p> <p>Study two religious ceremonies from two different religions that are celebrated in the home and in the community</p>	<p>Identify and discuss the support that belonging to a group - friendship, family, religious - can give to individuals.</p> <p>Reflect on and consider religious feelings, experiences and concepts such as worship, wonder, praise, thanks, joy and sadness</p>	<p>Pupils can identify special people in their lives and describe why certain people are important to them</p> <p>Pupils can describe a variety of religious ceremonies in the home and in the community.</p>

## Key Stage 1 – Beliefs

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What do people believe about <i>God</i>, humanity and the natural world?</p> <p>How do these beliefs affect the way we live our lives and care for our world?</p> <p>Why do we need rules?</p> <p>What is the difference between right and wrong behaviour?</p> <p>Why is prayer important?</p> <p>How do faith groups show their belief in <i>God</i>?</p>	<p>To understand that we all have beliefs about the world and these shape how we think we should behave.</p> <p>To know that religious people have beliefs on many issues and these affects the choices they make.</p> <p>To identify issues facing the local environment and understand the importance of caring for the world.</p>	<p>Why we need rules and where they come from - in school, in society and in religion.</p> <p>Ideas of right and wrong Codes of conduct in different religions</p> <p>What religions teach about: truth, honesty, respect for the world and the environment, and kindness towards other people and animals</p> <p>Stories from the faiths to be used as examples.</p>	<p>Reflect on ideas of right and wrong and their own and others responses to them</p> <p>Justice and fairness concerning the rights of others.</p> <p>Ask and respond imaginatively to puzzling questions</p> <p>Reflect about their own responses to their environment and that of those around them</p>	<p>Pupils can recall elements of the stories that include beliefs/ideas</p> <p>Pupils can discuss the importance of, and the need for, rules and what is right and wrong behaviour</p> <p>Pupils can reflect on the rules in different religions.</p> <p>Pupils can identify what is of value and concern to themselves and others</p> <p>Pupils can talk about their own experiences, feelings and what they find interesting and puzzling</p>

## Key Stage 1 – Stories and Special Books

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What is their special book and why?</p> <p>What are the holy books associated with different faiths?</p> <p>Why are they important to their communities and faith groups?</p> <p>What stories do they contain?</p>	<p>To understand why books are special to pupils and others.</p> <p>To hear and/or read a variety of religious stories about people, their words, beliefs and practices and realise why these are important.</p> <p>To understand why these writings are important and special to the various religious communities</p> <p>To understand that there are similarities and differences both within and between religions on how the sacred texts are used to inform beliefs.</p>	<p>A consideration of their own special book and stories .</p> <p>An identification of key religious texts. Compare and contrast how they are used in two religious traditions.</p> <p>An exploration of a range of religious stories and sacred writings and talk about their meanings</p> <p>An understanding of how religious books are used in two or more faith communities.</p>	<p>Exploring which books and stories are special to them and why</p> <p>Understand that religious teachings and ideas are linked to religious books and make a difference to individuals, families and the local community</p> <p>The importance of treating sacred texts with sensitivity and respect in relation to two religious traditions.</p>	<p>Pupils can listen to and reflect upon stories with a group of other people</p> <p>Pupils can retell religious stories and suggest meanings to these stories.</p> <p>Pupils can name religious texts and identify some of their key features and make comparisons.</p> <p>Pupils can give reasons why religious books are important and are treated with respect by faith groups.</p>

## Key Stage 1 – Symbols

Key Questions and concepts	Learning objectives	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment
<p>What symbols do we use in everyday life?</p> <p>Why do we use symbols?</p> <p>What symbols do religions use and why?</p> <p>How and why symbols express religious meaning?</p>	<p>To understand why signs and words are special.</p> <p>To identify the symbols that religions use</p> <p>To understand the use of symbol in the stories.</p>	<p>Use a range of religious words associated with religious artefacts, places of worship and special times.</p> <p>Discuss symbolism in different religions.</p>	<p>Reflect on how religious symbols are used and their meanings.</p> <p>Discuss the importance that symbols hold for the faith communities.</p>	<p>Pupils can identify and suggest meanings for a variety of religious symbols and understand why they are important to faith groups.</p>

## KS1 – Special Places

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What makes a place special?</p> <p>What makes a place feel special?</p> <p>What are special places for religious people?</p> <p>What happens in places of worship?</p>	<p>To understand that we all have or own special places.</p> <p>To understand that religious people have special places in the home and in the community where they worship.</p>	<p>Learning that religions have special places for people to worship.</p> <p>Describe special places from two religions</p> <p>Identifying key features of a sacred place in the home in two religions</p> <p>Visit a place of worship and identify key features.</p>	<p>Illustrate and describe their special place</p> <p>Identify feelings associated with their special place - either on their own or with others</p> <p>Reflect on the importance for the believers in the special places they have studied</p>	<p>Pupils can recall the places which are special to religious groups and that the key features that reflect beliefs</p> <p>Pupils can appreciate the emotions associated with places of spiritual and religious significance and reflect upon their own feelings.</p>



## Leaders and Teachers KS1 – Special people

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>How do people help us lead our lives?</p> <p>Who do we admire and why?</p> <p>What leaders are important in religion?</p> <p>Who are the religious leaders from the faiths in our class?</p> <p>What did they believe about God?</p> <p>How did this affect the way they lived their lives?</p> <p>What special stories are there about these religious leaders?</p>	<p>To understand who is special to them and to others</p> <p>To understand the point of view of people who belong to a religious group</p> <p>To know about key people who are important because of their influence in the founding and development of different faiths.</p>	<p>Identify and name the religious leaders from the faiths represented in their class</p> <p>Discuss what the religious leaders taught about what is important in life</p> <p>Discuss special stories about two key religious leaders.</p>	<p>Discuss why these people are considered to be special guides.</p> <p>Think about the behaviour of the followers of different religions.</p> <p>Discuss why people are special to themselves and to others</p>	<p>Pupils can recognise the importance of religious leaders.</p> <p>Pupils can use words, phrases and labels to identify religious leaders</p> <p>Pupils can recognise those people who are special to them in their daily lives and explain why?</p>

## Celebrations KS1- Special times

Concepts and Questions	Learning objectives	AT1 Learning About religion	AT 2 Learning From religion	Outcomes and Assessment
<p>What events do we celebrate?</p> <p>What religious festivals are celebrated?</p> <p>Why and how do we celebrate religious festivals?</p> <p>What are the similarities and differences between the celebrations of festivals?</p>	<p>To hear stories and learn about special occasions which are celebrated</p> <p>To understand that religious believers celebrate important occasions with rituals and festivals</p>	<p>Name and explore a range of celebrations, worship and rituals in religion, noting similarities and differences.</p> <p>Learn about celebrations in the home and in a place of worship from at least two faith communities</p>	<p>Exploring how religious festivals express beliefs, feelings and emotions</p> <p>Appreciating the value of celebrations and religious festivals for different faith communities.</p>	<p>Pupils can name important festivals in different religions</p> <p>Pupils can explain the significance of festivals and their importance to believers.</p>

## **Key Stage 1**

Experiences and opportunities:

- Visiting places of worship and focussing on symbols and feelings
- Listening and responding to visitors from local faith communities
- Using their sense and having time for quiet reflection
- Using art and design, music, dance and drama to develop their creative talents and imagination
- Sharing their own beliefs, ideas and values and talking about their feelings and experiences
- Beginning to use ICT to explore religions and beliefs as practised in the local and wider community

## KS2 Religion and the individual

Concepts and Questions	Learning Objectives	AT1 Learning About Religion	AT2 Learning from Religion	Outcomes and Assessment
<p>What does it mean to belong to a religion?</p> <p>What is expected of you?</p> <p>Does it affect what you eat?</p> <p>How you organise your day?</p> <p>What you wear?</p> <p>When and where you worship?</p> <p>What are the restrictions?</p> <p>What are the benefits?</p>	<p>To understand what it means for an individual to belong to a faith.</p> <p>To understand how religious identity is developed through dress and personal symbols</p> <p>To understand that there are similarities and differences in the ways in which faiths express and interpret these ideas.</p>	<p>Study examples from two or more religions and look at what it means to belong to a faith</p> <p>Visitors from local faith groups talk about what it means to belong to a particular faith looking at daily routines and patterns.</p>	<p>Thinking about the variety of ways in which commitment to following a religion are shown</p> <p>Reflecting on what it means to follow a religion</p> <p>What challenges does it pose?</p> <p>What support does it give?</p> <p>Reflect on similarities and differences between the two religions studied.</p>	<p>Pupils can understand the impact that religion has on individuals' lives and the differences it makes to the way they organise their time, their choices and behaviour.</p> <p>Pupils can write an imaginary interview with a member of a minority religious community referring to the beliefs which sustain them</p> <p>Pupils can give their own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences us.</p>

**KS2 Religion, family and the community.**

Concepts and Questions	Learning Objectives	AT1 Learning About Religion	AT2 Learning from Religion	Outcomes and Assessment
<p>What makes time and places special?</p> <p>How religious families and communities practice their faith, and the contributions they make to local life?</p> <p>What places of worship are there in the area near the school, in Barnet and in the world?</p> <p>What happens in those places of worship?</p> <p>What do the individual places of worship teach us about those religions?</p> <p>Does religion make a difference to our community?</p>	<p>To understand that religion plays an important role in day to day life in Barnet and in the world.</p> <p>To know that religious beliefs are expressed using a variety of forms and symbols</p> <p>To understand the links between faith and the key aspects of the places of worship</p> <p>To know the variety of activities that happen in places of worship.</p>	<p>Investigate the significance of religion in a local context</p> <p>Study at least two places of worship with a focus on the special nature of religious buildings, specialist vocabulary and the codes of conduct expected at these place and similarities and differences.</p> <p>Visit at least one local place of worship.</p>	<p>Consider and reflect on what it means to belong to a faith community</p> <p>how a place, and the symbols contained within it, might facilitate worship and a sense of belonging.</p> <p>Discussing their own and others views</p>	<p>Pupils can: make links between religious beliefs, ideas and feelings associated with local, national or international sites</p> <p>Pupils can use religious vocabulary to name parts and artefacts of a religious building and describe their functions for the worshipping community</p> <p>Pupils can show how religious beliefs, ideas and feelings can be expressed through special places, explaining some symbolism.</p>

### KS2 Sacred Texts- Teaching and Authority

Concepts and Questions	Learning Objectives	AT1 Learning About Religion	AT2 Learning from Religion	Outcomes and Assessments
<p>Favourite books and stories why do we value them?</p> <p>What are the sacred texts and sources that inform religions?</p> <p>What do these sacred texts and other sources say about:</p> <ul style="list-style-type: none"> <li>❖ God?</li> <li>❖ The world?</li> </ul> <p><b>How do people think the world was made?</b></p> <ul style="list-style-type: none"> <li>❖ Human life?</li> </ul>	<p>To explore a range of religious stories and sacred writings about God, the world and how we should treat it and human life.</p> <p>To understand that there are similarities and differences in the answers that faiths give to questions and the ways in which faiths express and interpret ideas.</p>	<p>Interpret religious stories from at least two different religions about God, the world and creation and how we should treat others.</p> <p>Make links between beliefs and sources including religious stories and sacred texts and describe differences and similarities both within and between religions.</p>	<p>Discuss why these books are important to the faith communities.</p> <p>Ask important questions about religion and beliefs, making links with their own and other responses.</p> <p>Reflect on religious books as sources of inspiration in the lives of others.</p>	<p>Pupils can name key religious texts and sources</p> <p>understand the nature and use of these books for those who regard them as sacred.</p> <p>identify stories which enable believers to answer difficult questions about God, the world and human life</p> <p>reflect on their own beliefs and the sources on which they are based.</p>

KS2 Beliefs and Questions Concepts and Questions	Learning Objectives	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments
<p>How do peoples' beliefs affect the way they live their lives? Rules- why do we need them?</p> <p>How do beliefs about God, the world and others inform the choices individuals make in living their lives?</p> <p>What do religions say:</p> <ul style="list-style-type: none"> <li>• About right and wrong?</li> <li>• Truth and honesty</li> <li>• Forgiveness</li> <li>• How we should look after the world?</li> <li>• How we should care for each other?</li> </ul> <p>What is the good life?</p>	<p>To understand that all people have values and beliefs that inform their actions.</p> <p>To understand the ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make.</p>	<p>Study two or more religions and discover how their beliefs affect the ways in which individuals live their lives.</p> <p>Make connections between their own and others beliefs and values and how these affect the ways in which individuals interpret and relate to the world.</p>	<p>Identify what matters to them and others, including those with religious commitments and communicate their responses</p> <p>Reflect and compare the ways that religions and beliefs teach about right and wrong their own and others responses to them.</p>	<p>Pupils can recall the beliefs about God the world and other people and understand the ways in which they affect the ways in which people live their lives and the choices they make.</p> <p>Can consider questions and issues about the environment and creation from their own standpoint and compare it with those from other beliefs. Can reflect and consider the power and beauty of nature; events within and beyond human control; human dependence on the earth's resources and care and respect for the world.</p>

## KS2 Journey of life and death

<b>Concepts and questions</b>	<b>Learning Objective</b>	<b>AT1 Learning about religion</b>	<b>AT2 Learning from religion</b>	<b>Outcomes and Assessments</b>
<p>Where do we come from and where do we go?</p> <p>What is life?</p> <p>What is life like?</p> <p>What happens when we die and is there life after death?</p>	<p>To understand the ways in which religions often see life as a journey with rituals that celebrate the stages.</p> <p>To understand the different beliefs about life after death and what teachings they are based upon</p>	<p>Study the ways that religions see life as a journey.</p> <p>Study marriage and death ceremonies in at least two religions.</p>	<p>Reflect on what it means to see life as a journey</p> <p>Discuss their own and others' views of the purpose of life and whether there is life after death expressing their own ideas</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>❖ understand why rites of passage are important to religious believers.</li> <li>❖ concentrating on marriage and death ceremonies</li> <li>❖ identify the symbols and key concepts</li> </ul> <p>ask why many people believe in life after death and give their own views on life after death;</p> <p>compare their views with a particular religious view.</p>



## KS2 Pilgrimage and Sacred places

<b>Concepts and Questions</b>	<b>Learning Objective</b>	<b>AT1 Learning about religion</b>	<b>AT2 Learning from religion</b>	<b>Outcomes and Assessment</b> Pupils can
<p>What are some of the wonders of the world today?</p> <p>What and where are the sacred places associated with religion? Locally? Nationally? Globally?</p> <p>Why do millions of religious believers travel to sacred places?</p> <p>What does the experience mean to them? Does it change them and their attitude towards religion?</p>	<p>To understand why people make special journeys.</p> <p>To explore the variety and importance of sacred spaces in the local and wider community</p> <p>To understand why these places are of religious significance to the particular faith groups</p>	<p>Investigate the significance of religion in the local, national and global communities</p> <p>Study the sacred places from at least two religions and identify the similarities and differences</p> <p>Visitor talks about going on a pilgrimage or special journey</p>	<p>Understand that going on a journey can often change how people look at life</p> <p>Recognise how religious commitment can be shown in a variety of ways</p> <p>Reflect on sources of inspiration in their own and others' lives</p>	<p>Describe the journey a religious believer goes on to visit a sacred place and why.</p> <p>Reflect on the importance of sacred spaces to religious believers.</p> <p>Reflect on the important places in their lives and why they are of significance.</p>

## Key Stage 2 Inspirational people

<b>KS2 Key Concepts and questions</b>	<b>Learning Objective</b>	<b>AT1 Learning about religion</b>	<b>AT2 Learning from religion</b>	<b>Outcomes and Assessment</b> Pupils can
<p><b>What people inspire us?</b></p> <p><b>Why are these people inspirational?</b></p> <p><b>Who do religious people regard as inspirational?</b></p> <p><b>Why were their lives of such significance?</b></p> <p><b>What did they do and why was it important?</b></p> <p><b>How do people follow their example today?</b></p>	<p>Develop knowledge of the religious leaders of the world</p> <p>Understand the position in the local community of religious leaders and other members of the community.</p> <p>To be able to identify women and men from a variety of cultures and times who are regarded as inspirational by people today.</p>	<p>Investigate the significance in at least two religions the religious leaders locally, nationally and globally and their relationship to their followers.</p> <p>Invite a religious leader into school and learn about their role and work in the local community.</p>	<p>Reflect on people as sources of inspiration in their own and other people's lives.</p> <p>Reflect on how these people influence us and others in the ways they lead their lives and their values and aspirations</p>	<p>recall they key events in religious leaders lives and understand why their example are still followed by believers today</p> <p>identify the similarities and differences in these leaders lives</p> <p>understanding the importance of inspirational people can be to our and other peoples' lives</p>

<b>KS2 Key Concepts and questions</b> <b>Worship</b>	<b>Learning Objective</b>	<b>AT1 Learning about religion</b>	<b>AT2 Learning from religion</b>	<b>Outcomes and Assessments</b> Pupils can
<p><b>What occasions inspire and influence people?</b></p> <p><b>What how and why do we celebrate and commemorate?</b></p> <p><b>What religious festivals are celebrated and why?</b></p> <p>How are beliefs and values expressed through worship?</p>	<p>To understand the different ways that religious groups worship</p> <p>To identify the symbols and artefacts used in worship</p> <p>To understand some of the differences within and between religions in their approach to worship and its significance.</p>	<p>Describe the varieties of worship in at least two religious traditions</p> <p>Identify symbols and any artefacts that may be used</p> <p>Listen to a personal story of a believer and how they conduct their daily worship</p>	<p>Reflect on what it means to belong to a faith community</p> <p>Communicate their own and other peoples' responses recognising that religious commitment can be shown in a variety of ways</p>	<p>Understand that there are connections between their personal experiences and those of others and can say what influences their lives</p> <p>Identify and describe the similarities and differences within and between religions regarding worship.</p> <p>Show how beliefs and religious ideas and feelings can be expressed in a variety of forms explaining the link between beliefs symbols and worship.</p>

## KS2 Beliefs in Action

Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can
<p><b>How do religions and beliefs respond to global issues of:</b></p> <p><b>Human rights?</b></p> <p><b>Justice and fairness?</b></p> <p><b>Social justice?</b></p> <p><b>The importance of the environment?</b></p>	<p>To identify and understand the responses of religions and beliefs to global issues</p> <p>To identify and explain the similarities and differences within and between religions in their responses</p>	<p>Describe and understand the religious and other responses to ultimate and ethical questions Using at least three religions as examples</p> <p>Identify and begin to describe the similarities and differences within and between religions on the issues.</p>	<p>Discuss their own and other peoples' responses to these issues</p> <p>Reflect on the challenges that these issues pose for everyone</p>	<p>make links between values and commitments</p> <p>make links with beliefs and actions</p> <p>ask a range of questions about choices and decisions in relationship to stewardship and interdependence suggest what moral and or religious implications might be involved</p> <p>write a report on one of these issues interviewing key people in the debate including religious views and their potential impact of those views on their own and other peoples' lives.</p>

## **Key Stage 2 Experiences and Opportunities**

### **To be included in terms of experiences and opportunities:**

- encountering religion through visitors and visits to places of worship, and focusing on the impact of religion on the local and global community
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- considering a range of human experience and feelings
- reflecting on their own and others' insights into life and its origin, purpose and meaning
- expressing and communicating their own and others' insights through art and design, music, dance, drama and ICT
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs locally

### **At the end of Key Stage 2 pupils should be able to:**

- know and understand what it means to come from a religious background
- understand that religion is often of great personal significance to individuals
- explore some of the myths that surround religions
- appreciate that religions are diverse there are often many groups within religions
- know that religions are global
- appreciate that religion is part of life in Barnet and London
- have had the opportunity to visit some places of religious interest in the borough;
- have met people from a number of faith groups

## **Transition module**

This unit has been designed to be studied in the Summer Term of Year 6 and the Autumn Term of year 7.

Time expected for unit after SATs realistically 4/5 hours work.

## **Year 6**

### **Main question:**

#### **What do we know and understand about the religions we have studied?**

These are some suggestions of the variety of ways of recording what the pupils have learnt and understood and perhaps highlight some areas for new learning:

- An autograph booklet with a series of questions and a signature at the end a memento of their time in school
- Group work looking at areas of religious experience and examples of material they have studied e.g. visits to places of worship, visitors, celebrations and festivals.
- Scrap book with some structure/ framework or semi- structured or free expression with some higher level questions and opportunities for reflection on their learning looking at what they have learnt from their studies
- A quiz designed by small groups of pupils and set in a lesson to the rest of the class
- Group work in class with six groups being given a religion and possibly a hot seat activity having to answer a number of questions about: What does it mean to be a Muslim/Christian/ Jew/ Buddhist/ Hindu/ Sikh living in Barnet today? This could also be in the form of a scrap-book or a power point presentation?
- Make a short film about how religion impacts on the life of a friend/peer and how it is similar/different from a non-religious /secular life.

We would want the pupils to bring the material to their secondary school and could perhaps provide the material to pupils from out of borough. There could be some use made of this material in the July visits. September open evenings and a display in local libraries in the October half term with both the primary and secondary work displayed using a title such as 'Religion in Our Locality.'

### **Key Stage 3**

**Estimated time half a term about six hours.**

This unit could include much of what now is titled Identity, relationships and community we would need to add some activity to include the questions Who am I and What does community mean to me.

The study would begin by revisiting the same question as Year 6

**What do we know and understand about the religions we have studied in our primary school?**

**What do we know about these religions?**

Here we could look at individuals in the class, communities etc

Identity relationships and community

**What religions do we have represented in our school?**

- My identity and my beliefs a belief tree
- Our class identity graph/ survey and compare to the profile of the school
- An activity that looks at the ways in which religions are often stereotyped use examples and photographs and discuss the dangers that this poses.
- Re4ligious trail in the local area
- Pulling together with the pupils answering Is religion relevant in our area

More resources and planning will be included in the guidelines.

**What do we know about religion in Barnet?**

Look at the census data

Discuss the fact that Barnet is the second most religiously diverse area in Britain

**What are the advantages with this?**

**What religions do we have represented in our area maybe looking at a square mile in Barnet?**

We could prepare some material for the guidelines where we took perhaps 4 areas in Barnet and looked at evidence of religious life perhaps with some photographs and use a variety of teaching activities?

This material we could include on our RE pages on the Barnet Igfl.

**Do the religious groups talk to each other?**

Within which groups in Barnet does Inter- faith dialogue takes place? Give some examples: CCJ, Three Faiths Forum, churches Together in Finchely.

What do they do?

Why is it important?

An activity that we could include:

If you were holding a meeting where all the religious groups in Barnet were going to come to discuss a topic what rules/behaviour do you would to agree to make sure that no one was offended and that people did listen to each other?

Perhaps have a series of statements and as a group decide which ones would be necessary to have a debate.

Then perhaps discuss whether these are the same attitudes that need to be agreed in the classroom and these could be put on the wall as the rules. (A bit like circle time).



### Key Stage 3 Beliefs and Concepts

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment Pupils can:
<p><b>What can be proved in Life?</b></p> <p><b>What is "truth"?</b></p> <p><b>Is there an ultimate being?</b></p> <p><b>Why do people suffer?</b></p> <p><b>What happens to us when we die?</b></p> <p><b>Beliefs about death and the questions it raises.</b></p>	<p>To understand that there are different kinds of truth e.g. Scientific, historical, moral, aesthetic, spiritual, theological</p> <p>To understand that there are the different types of proof. (For example rational, scientific, religious.)</p> <p>To understand the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life and life after death.</p>	<p>Analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy in at least two or more religions</p> <p>Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions using examples from at least two religions.</p> <p>Beliefs about death funeral practices, religious beliefs in at least two religions.</p>	<p>Reflect on the relationship between beliefs teachings and ultimate questions communicating their own ideas and those of others using reasoned argument</p> <p>Express their own ideas using a variety of forms of expression</p>	<p>Use reasoning and examples to express insights into their own and others' views on questions of the search for truth and beliefs about suffering and death</p> <p>analyse and compare evidence and arguments as well as different forms of expression in presenting a clear picture of how people express their religious and spiritual beliefs</p> <p>use a wide range of religious and philosophical vocabulary</p> <p>recognise the power and limitation of language in expressing religious ideas and beliefs</p>

### Key Stage 3 Authority, Purpose and Meaning

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>What does authority mean to you?</p> <p>What do religions teach about authority?</p> <p>How do they inform believers' lives?</p> <p>Do people make a difference to the world?</p>	<p>To understand:</p> <ul style="list-style-type: none"> <li>❖ that there are different types of authority</li> <li>❖ that individuals make a difference to the world</li> </ul> <p>(key figures studied should represent a balanced range of traditions including children, men and women from a variety of cultures and countries.)</p>	<p>Authorities: how they inform and shape our lives</p> <p>Looking at two religions or more and their sources of authority and how they inform believers lives</p> <p>To study the impact of at least two key historical or deistic religious figures</p> <p>And key religious exemplars in the 20<sup>th</sup> and 21<sup>st</sup> centuries</p>	<p>Reflect on what authority means in our lives and in the lives of others</p> <p>Investigate the key ways in which religions reinforce their authority.</p> <p>Compare this with non religious/secular authority.</p>	<p>Compare and contrast some religious beliefs, ideas and teachings and identify those shared with religions.</p> <p>explain and compare religious, non-religious and their own views about the value of human identity and experiences with supporting arguments and evidence</p>

### Key Stage 3 Rights and responsibilities

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>What does it mean to be an adult?            What do religions and beliefs say about rights and responsibilities, social justice and citizenship            How are changes in young peoples' lives symbolised in initiation rites in religions?            What rights and responsibilities go with these ceremonies?            What is the balance in our lives between our rights and our responsibilities?</p>	<p>To be able to analyse the balance of rights and responsibilities in secular society</p> <p>To be able to identify and explain religious rites of passage and signs of adult status</p> <p>To be able to explain what it means to belong to a religion and the rights and responsibilities that this entails.</p>	<p>Discuss and evaluate how religious beliefs and teachings inform actions.</p> <p>Study initiation rites from at least two religious traditions looking for similarities and differences</p> <p>Investigate and explain the differing impacts of religion on individuals' lives and the choices they make.</p>	<p>Reflect on the balance between having rights and the responsibilities that go with them</p> <p>Understand the symbolism and signs of commitment that initiation rites have for believers</p> <p>Express their own ideas and those of others using a variety of forms of expression</p>	<p>Compare and contrast selected features of religious life and practice looking at the symbolism and signs of commitment</p> <p>give a coherent account of what it means to belong to a particular faith community</p> <p>understand that diversity exists within religions, looking at different groupings, denominations and traditions</p> <p>explain religious practices and life-styles in relation to their historical and cultural contexts</p> <p>express their own ideas and those of other in the light of their learning</p>

### Key Stage 3 Ethics and Relationships

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>What ideas do we have about what is right and wrong, good and evil? How do we decide what to do? What influences our choices? What do we think about forgiveness?</p> <p>What does freedom to choose mean? What do religions and beliefs say about human rights and responsibilities, social justice and citizenship?</p> <p>What common values can we agree on?</p> <p>How do we show what we value?</p>	<p>To understand that all people have beliefs about right and wrong and these inform individuals about how they should live their lives</p> <p>religions and beliefs have codes of conduct based on a variety of sources and that these inform believers in the ways they try to live their lives.</p>	<p>Discuss and evaluate how religions, beliefs and teachings inform answers to ethical issues</p> <p>Investigate and explain the different impacts of religious beliefs and teachings on individuals, communities and societies.</p>	<p>Reflect on the relationship between beliefs, teachings and ways of living</p> <p>Evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world.</p> <p>Express their own ideas using a variety of forms of expression</p>	<p>Ask questions about the moral decisions that they and other people make and suggest what might happen as a result of different decisions including those made with reference to religious beliefs /values</p> <p>Ask questions about what is important to themselves and others and suggest answers to moral and religious dilemmas</p> <p>Write a report on a moral issue in the news interviewing key people in the debate including religious views</p> <p>Look at the potential impact of those views on their own and others' lives</p>

### Key Stage 3 Expressions of Spirituality

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p>How are human self-understanding and experiences expressed in a variety of forms?</p> <p>How are ultimate beliefs and values expressed and communicated?</p>	<p>To understand the difficulty and limitation in expressing complicated ideas and concepts just in words.</p> <p>To know that symbols and other forms of expression are part of all religions and study worship in a variety of contexts</p>	<p>Interpret a variety of forms of religious and spiritual expression.</p> <p>Study the characteristics of worship in at least two or more religions looking where applicable at music, artefacts, scriptures, the nature of art and architecture in the home and the community.</p>	<p>Express their own beliefs and ideas, using a variety of forms of expression.</p> <p>Reflect on the relationship between beliefs and expression of those beliefs</p>	<p>Compare and contrast some of the ways in which believers express their personal beliefs, ideas and teachings</p> <p>Demonstrate critical awareness of how religious beliefs can be expressed in a variety of forms and the beliefs and ideas which may underlie those expressions</p> <p>Explain the meanings of texts, language, figures of speech and symbolism in relation to the central beliefs of religion</p>

### Key Stage 3 Religion and Science

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessments Pupils can:
<p><b>What are the issues between science and religion on:</b>            Claims for truth?            Explanations?            Meanings?            Purposes?</p> <p>What moral dilemmas can scientific developments pose?            Should human play being 'God' ?            Is there a natural order to be tampered with?</p>	<p>To understand the relationship between science and religion</p> <p>To be able to weigh up moral dilemmas that are posed by:</p> <ul style="list-style-type: none"> <li>❖ Genetic engineering</li> <li>❖ Experiments using foetal tissue</li> <li>❖ Embryo research</li> <li>❖ Cloning</li> </ul>	<p>Investigate and explain the different claims of science and religion</p> <p>Apply a wide range of religious and philosophical vocabulary</p> <p>Analyse and compare evidence and arguments used when considering issues of truth</p>	<p>Reflect on the relationship between beliefs, teachings and ultimate questions            evaluate and reflect on the moral dilemmas posed by scientific advances</p> <p>Express their own and others' opinions and ideas using reasoned argument</p>	<p>Understand and begin to evaluate religious perspectives on a range of issues raised by the science and religion debate</p> <p>explain and reflect their own and others views on these issues</p> <p>express their own values and commitments with supporting arguments and evidence in relation to the claims that religion and science make</p>

### Key Stage 3 Global issues

Key Concepts and questions	Learning Objective	AT1 Learning about religion	AT2 Learning from religion	Outcomes and Assessment.
<p>What do religions and beliefs say about:</p> <p>Health?</p> <p>Wealth?</p> <p>War?</p> <p>Human rights?</p> <p>The environment?</p> <p>What is our responsibility for the world?</p>	<p>To identify and understand the variety and sources of religious beliefs that inform the debates on the issues of health, wealth, war, human rights and our responsibility for the environment.</p> <p>To understand that these ideas have evolved over time and there can be a variety of interpretations within and between religions.</p>	<p>To study the religious responses to the issues posed from at least two or more religions.</p> <p>Discuss and evaluate how these teachings inform answers to the questions posed by contemporary society.</p>	<p>Express their own and others' beliefs about issues such as peace and conflict, wealth and poverty, human rights and the environment</p> <p>communicate their own ideas and reflect on the implications of them.</p>	<p>Pupils can understand and begin to evaluate religious and other perspectives on these contemporary issues</p> <p>recognise that there is often diversity within and between religions on their responses to these issues</p> <p>explain their own values and commitments with supporting arguments and evidence in relation to religious and other teachings</p> <p>evaluate their own and others' views of religious and other values and commitments</p>

**Key Stage 3 Interfaith Dialogue this unit forms part of the KS2/3 transition materials**

<b>Key Concepts and questions</b>	<b>Learning Objective</b>	<b>AT1 Learning about religion</b>	<b>AT2 Learning from religion</b>	<b>Outcomes and Assessments Pupils can:</b>
<p>A study of relationships, conflicts and collaboration within and between religions and beliefs. What dialogue exists between the faiths in Barnet? Who belongs to the Multi faith forum? What does the Multi faith forum do?</p>	<p>To understand that dialogue exists within and between faiths and beliefs  To be able to explain why this dialogue is important in developing understandings and cooperation.</p>	<p>Analyse the role inter-faith dialogue plays in</p> <ul style="list-style-type: none"> <li>❖ Barnet</li> <li>❖ Britain</li> <li>❖ the world</li> </ul> <p>Invite a speaker to talk about this work.</p>	<p>Reflect on the importance of dialogue within and between faith groups  Reflect on what it means to live in a religiously diverse country: challenges and opportunities. Compare religious dialogue with secular dialogue what are the differences and similarities?</p>	<p>identify the areas of discussion that are taking place within and between faith groups  evaluate the work of local groups  give their personal view with examples of why inter faith dialogue is important today</p>



**Key Stage 3 Experiences and opportunities:**

- Encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- Visiting where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion
- Discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- Reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments.
- Using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully
- Exploring the connection between religious education and other subject areas such as the arts, humanities and science.

## Key Stage 4

Schools may choose one GCSE short course, or long course in Religious education. All pupils should follow the course during however there is no requirement that they should take the GCSE examination.

## Post 16

Schools should teach 'Contemporary Issues for Religion' and choose one of the other two course. Schools can be flexible in their delivery but should extend, either in depth of breadth, student's knowledge and understanding of the role religion plays in contemporary society and the issues that it raises. Conferences and other suggestions will be included in the guidelines. Time suggested for this is a minimum of 15 hours over two years. This requirement is intentionally low so as to enable all schools to provide Religious Education for all pupils. There are possibilities in students taking responsibility for their learning and examples of students planning their own course will be included in the guidelines.

### 1 Contemporary issues for religion:

- Diversity and Equality
- The individual and personal quest for meaning
- Ethics and relationships
- Social and Environmental Responsibility.

### 2 Aspects of religion and

- 1 Psychology
- 2 Science
- 3 Arts

### 3Philosophy of religion

#### **Assessment for Learning**

**In relation to the teaching and learning of Religious Education, assessment for learning is the key to raising standards. The principles of AfL are articulated elsewhere<sup>1</sup> and apply equally to AT1 and AT2. It is vital that at appropriate times, teachers share with children and young people what counts for 'good standards' in Religious Education and what steps the learner needs to take to reach those standards. Effective practice will include: the use of clear learning objectives and outcomes; opportunities to discuss the quality of written, pictorial or oral work; and the use of success criteria to enable self and peer assessment to take place. Over time, even the youngest child will begin to develop an understanding of what counts for 'good' in learning about and learning from religion. The non-statutory guidelines include levels of attainment and if these are accepted by local Agreed Syllabus Conferences in their review will in time provide some national comparisons. Levels should inform but not constrain assessment for learning classroom practices. Exemplification can be found on [www.naction.org](http://www.naction.org) and on the [www.reonline.org](http://www.reonline.org) local examples will be on the Barnet Grid for Learning. This should be the starting point for teachers, particularly the non-specialists. Without agreement on what counts for 'good' planning at all levels, but particularly short term planning is not likely to lead to challenging activities and questions.**

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<http://www.standards.dfes.gov.uk/primary/features/primary/1091819/1092063>

[http://www.standards.dfes.gov.uk/keystage3/downloads/afl\\_ws\\_u1004304lessons.pdf](http://www.standards.dfes.gov.uk/keystage3/downloads/afl_ws_u1004304lessons.pdf)

[http://www.standards.dfes.gov.uk/keystage3/downloads/afl\\_ws\\_u1004304sen.pdf](http://www.standards.dfes.gov.uk/keystage3/downloads/afl_ws_u1004304sen.pdf)

### **Attainment targets for religious education**

The attainment targets for religious education set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key stages 1, 2, and 3. As with the National Curriculum subjects, the attainment targets consist of eight level descriptions of progression, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate. Apart from their summative use, these level descriptions can be used in assessment for learning.

The key indicators for attainment in religious education are contained in two attainment targets:

- Attainment target 1: Learning about religion
- Attainment target 2: Learning from religion.

**AT1 Learning about religion** includes enquiry into, and investigation of, the nature of religion. It focuses on beliefs, teachings, and sources, practices and ways of life and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

**AT2 Learning from religion** is concerned with developing pupils' reflection on, and response to, their own experiences and learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion, particularly questions of identity and belonging, meaning, purpose, truth, values and commitments, and communicating their responses.

The level descriptions provide the basis to make summative judgements about pupils' performance at the end of key stages 1,2,and 3. In the Foundation Stage, children's attainment is assessed in relation to the Early Learning Goals. At KeyStage 4, national qualifications (GCSEs) are the main means of assessing attainment in religious education graded

A\*-G.

Range of levels within which the great majority of pupils are expected to work

Expected attainment for the majority of pupils at the end of the key stage

Key stage 1

1-3

At age 7

2

Key stage 2

2-5

At age 11

4

Key stage 3

3-7

At age 14

5/6

### **Assessing attainment at the end of a key stage**

The two attainment targets, **Learning about religion** and **Learning from religion** are closely related and neither should be taught in isolation. Therefore assessment needs to take place in relation to both attainment targets.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge what description best fits the pupil's performance. When doing so, each description should be considered alongside descriptions for adjacent levels.

There are no national statutory assessment requirements in religious education, but schools must report to parents on pupil's progress in religious education.

It is important to note that not all aspects of religious education can be assessed according to the levels. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

Level 1

Attainment target 1

Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.

Attainment target 2

Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

Level 2

Attainment target 1

Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.

Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links

between values and commitments, and their own attitudes and behaviour.

#### Level 4

##### Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

##### Attainment target 2

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

#### Level 5

##### Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

##### Attainment target 2

Pupils ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

## Level 6

### Attainment target 1

Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.

### Attainment target 2

Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.

## Level 7

### Attainment target 1

Pupils use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They analyse issues, values and questions of meaning and truth. They account for the influence of history and culture on aspects of religious life and practice. They explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression.

### Attainment target 2

Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging,



identity, society, values and commitments, using appropriate evidence and examples.

## Level 8

### Attainment target 1

Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression.

### Attainment target 2

Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.

## **Exceptional performance**

### Attainment target 1

Pupils use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principle methods by which religion and spirituality are studied. They synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression

### Attainment target 2

**Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and**

**truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.**

A series of very helpful 'pupil speak' or 'can do' statements have been produced by Deborah Weston and David Francis . They can be found on [www.reonline.org.uk](http://www.reonline.org.uk) They have NOT been officially approved by QCA and are NOT a substitute for the full version of the levels in this syllabus or in the non-statutory national framework. Nevertheless, they may prove useful for:

- sharing objectives for learning and assessment with pupils;
- constructing pupils' peer and self-assessment activities;
- record keeping;
- constructing a statement bank for reporting to parents;
- planning future work in relation to individual and class programmes of study in different areas of study (eg, beliefs, practices, forms of expression, identity, meaning and values)

Here are some examples:

Level 1 I can use the right names for things that are special to Buddhists (Christians etc).  
I can talk about some things in stories that make people ask questions

Level 5 I can describe why people belong to religions and explain how similarities and difference within and between religions can make a difference to the lives of individuals and communities, I can ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in my own and others' lives

EP I can evaluate in depth the importance of religious diversity in a pluralistic society and demonstrate how religion and beliefs have had a changing impact on different communities over time, I can for example prepare a 'virtual' tour of a local place of worship which uses digital pictures of artefacts and architecture and includes consistent explanations of the symbolism employed in expressing religious, spiritual and moral beliefs, ideas and feelings.

## **Expected teaching and learning styles**

A teaching and learning policy for Religious Education should incorporate all the following approaches:

**Investigation**, the ability to:

- ask relevant questions
- know how to use different types of sources as a way of gathering information including using sensitively the diversity of children's beliefs and experiences
- know what may constitute evidence for understanding religion(s).

**Interpretation**, the ability to:

- draw meaning from artefacts, works of art, poetry and symbolism
- interpret religious language
- suggest the meanings of religious texts
- recognise diversity within all faiths.

**Reflection**, the ability to:

- reflect on feelings, relationships and commitment to a set of values by which to live one's life
- reflect on ultimate questions, beliefs and practices.

**Empathy**, the ability to:

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

**Evaluation**, the ability to:

- debate issues of religious significance with reference to evidence and argument
- weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience
- be prepared to acknowledge bias and prejudice in oneself.

**Analysis**, the ability to:

- distinguish between the features of different religions
- understand the role of the media in developing perceptions of faith issues, including the effect which negative reporting can have on particular faith communities, and on the self image of individual pupils
- develop a willingness to consider evidence and argument.

**Synthesis**, the ability to:

- link significant features of religion together in a coherent pattern
- connect different aspects of life into a meaningful whole
- distinguish common aspects of faiths

**Application**, the ability to:

- make the association between religions and individual, community, national and international life, and recognise that all religious traditions have teachings and stories which seek to promote tolerance and justice, and seek to reconcile racial, ethnic and national conflicts
- identify key religious values and their interplay with secular ones
- develop a mature sense of self-worth and value.

**Expression**, the ability to:

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

### **Attitudes in religious education**

While the knowledge, skills and understanding are central to the syllabus it is also vital that religious education encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in

religious education and should be developed at each stage or phase of religious education:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder.

**Self-awareness** in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

**Respect for all** in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others.

**Open-mindedness** in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

**Appreciation and wonder** in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery

- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose.

**Religious education supports many other areas of the curriculum and more information on all of these are included in the guidelines.**

**RE supports and promotes the teaching of:**

- ❖ **spiritual, moral, social and cultural development**
- ❖ **citizenship and teaching controversial issues**
- ❖ **personal, social and health education through religious education**
- ❖ **functional skills**
- ❖ **thinking Skills**
- ❖ **ICT**
- ❖ **Creativity 'All Our Futures'**

## Guidelines

These will be open to members of the public and access will be through the Barnet site and then the SACRE pages. It will include the syllabus and other materials. Teaching resources will be on the Barnet grid for learning and will be updated on a regular basis.

They will include:

- useful websites that have been checked by teachers and we will code them for use by pupils KS1 etc and use by Teachers stars 1-5 for usefulness also warning for sites not to use e.g. Martin Luther King website that is produced by Stormfront.
- a message board for Barnet teachers to contribute ideas?
- Professional development information from courses etc.
- How to teach controversial issues at all Key Stages look at the material from the Citizenship
- CD roms with examples of good practice
- Photographs of local places of religious interest
- Links to other RE sites
- Guidelines on visitors in schools produced 05
- Guidelines on the use of artefacts finalised 06
- A glossary of terms checked by faith members on SACRE 06
- Lists of local places of worship and contact numbers.



SACRE Heading

24<sup>th</sup> October 2006

Dear Colleagues

This is the draft RE syllabus for Barnet from the ASC working party. At the meeting on the 13<sup>th</sup> November we need to have the approval of the content and approach of this syllabus. If it is accepted at the full ASC meeting then it will need to be proof read and checked for typographical, grammatical and stylistic errors. It will then be sent to the Education Department for approval who will send it through to Cabinet and then to the Council. Thereafter it will go to the Borough's reprographic department when illustrations, Barnet house style etc will be added.,  
So please look at it as a proof copy not as the finished article!

Yours sincerely

Bernd Koschland Chair of SACRE

**AGREED SYLLABUS CONFERENCE MEMBERS**

<b>Committee A</b>	<b>Group Representative</b>
Mr H Alaaee	Baha'i
Mr A Goonewardene	Buddhist
Revd Mike Smith	Faith Free Churches
Mrs Judith Smith	Free Churches
Very Revd AC Damiono	Greek Orthodox Church
Mr R Chopra	Hindu
Mr Suraj Sehgal	Hindu
Mr Edward Barbor	Humanist
Mr F Sherman	Islam
Dr N Shah	Jain
Revd B Koschland (Chairman)	Jewish
Rabbi Mark Goldsmith	Jewish
Mr S Chadha	Sikh
Mr C O'Halpin	Roman Catholic
Paul Hilditch	Salvation Army Citadel
<b>Committee B</b>	
Miss E Wolverson	London Diocese (Church of England)
Revd A Benjamin	London Diocese, Central Barnet (Church of England)
Mrs Mel Adams	Diocese of St Albans
Revd Mark Williams	Diocese of St Albans
<b>Committee C</b>	
Mrs Marilyn Pinkus	ATL
Mr K McSharry (Vice Chairman)	SHA
Ms Anne Dyas/Mr Neil Enright	NASUWT
Ms Diane Smith	NUT
<b>Committee D</b>	
Cllr M Braun	
Cllr J Cohen	
Cllr B Coleman	
Cllr C Harris	
Mr C O-Macauley	
Cllr C Salinger	
Cllr J Scannell	
Cllr A Slocombe	

**IN ATTENDANCE**

Mrs Anna Sallnow	LA, RE Consultant
Mr Mick Quigley	LA, representing Ms Gillian Palmer, Chief Education Officer
Mrs Janet Robinson	Clerk to SACRE