



Pan-Berkshire Agreed Syllabus 2018-2023

Welcome

Emily Waddilove: Wokingham Borough Council

Stephen Vegh: Chair of Wokingham SACRE

(SACRE: Standing Advisory Council on Religious Education)



3.10- 3.30

Welcome from Emily Waddilove, Wokingham Borough Council and
Stephen Vegh, Chair of Wokingham SACRE

3.30-4 Introduction to the new agreed syllabus (Jan Lever)

4-4.30 Familiarisation/RE planning activity

4.30-4.45 Q and A, next steps and support

4.45-5.15 Meet and Greet the Wokingham RE Community

5.15-5.30 Reflection and close (Patricia Davies, Interim Assistant Director-
Education, WBC)



What is the agreed syllabus?

A succinct document giving the **statutory requirements** for RE in Berkshire schools.

Online guidance and support materials will be developed and available through the coming year/s.



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Purpose of the agreed syllabus

To form the foundation of Religious Education and bring consistency of RE teaching and learning to ALL children and young people across Berkshire (unless withdrawn at the written request of their parents).

The agreed syllabus fulfils the law as set out in the Education Act 1996 and has been revised through a consultation process with the 6 LAs, teachers, faith and belief groups, and SACREs, led by the Pan-Berkshire SACRE Hub.

(SACRE: Standing Advisory Council on Religious Education)



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The aim of RE according to this agreed syllabus:

To promote religious literacy

In small groups, discuss what you think is meant by religious literacy.

Feed back.

Can we reach consensus?



The syllabus says...

Religious literacy requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs.

In addition to learning about religions and worldviews, RE offers students the chance to **develop spiritually, morally, socially and culturally** and to reflect on their own beliefs, being able to be **discerning** about the many attitudes and opinions they will encounter.

How/why might this be vital in today's world?



National context:

The non-statutory 2013 National Curriculum Framework for RE states that pupils should:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

The Pan-Berkshire agreed syllabus is aligned to this Framework.



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The syllabus recommends adequate teaching time is allocated:

Key Stage 1: 36 hours per year

Key Stage 2: 45 hours per year

Key Stage 3: 45 hours per year

Key Stage 4: 40 hours per year

Post-16: 10 hours per year



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Which religions are statutory when?



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Which religions are statutory when?

Early Years Foundation Stage

RE is only statutory for EYFS children registered on the school roll i.e. from their **Reception Year**, not for those in Nursery classes in maintained schools or in other Early Years settings.

Where it is statutory, the RE should be aligned to the **most recent EYFS Framework**.

During the Reception Year, pupils must encounter **Christianity PLUS at least one other religion from Hinduism, Islam, Judaism and Sikhism**.

It is expected that learning will be **experiential and thematic** during the EYFS.



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Which religions are statutory when?

Primary (by the end of Key Stage 2)

- The divide between Key Stages 1 and 2 has been removed to give the syllabus a **Primary Section**, which gives teachers more flexibility as to which religions to teach alongside Christianity in which year group/s.
- By the end of Key Stage 2, **Christianity will have been taught in every year group plus Hinduism, Islam, Judaism and Sikhism.**
- Other religions (e.g. Baha'i) and other worldviews (e.g. Humanism) can be added but are not compulsory.

The only new requirement at Primary is Islam.



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Which religions are statutory when?

By the end of Key Stage 3

- Christianity in every year group
- Buddhism, Islam and a non-religious worldview e.g. Humanism
- Other religions and worldviews can be added but are not compulsory

The only new requirement at KS3 is a non-religious worldview



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Which religions are statutory when?

By the end of Key Stage 4

- Christianity and at least one other religion or non-religious worldview
- Other religions and worldviews can be added but are not compulsory

'All pupils must receive RE and should follow an externally accredited course for Religious Studies e.g. GCSE, or an alternative, well-structured and challenging programme of RE. Schools are encouraged to facilitate examination entry for as many students as possible.'



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Which religions are statutory when?

Post-16

'All students MUST receive RE. Students should have the opportunity to follow a course, or modules, which lead to external accreditation e.g. A level Religious Studies. Suggested modules are set out in the supporting guidance material.'



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Expected Outcomes

Key Stage 1 x4

Key Stage 1 Expected outcomes - Enquiry and Impact	
Exp.A	Recognise and give simple accounts of the core beliefs.
Exp.B	Retell a range of religious stories and explain how they link to the core beliefs and practices.
Exp.C	Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Exp.D	Recognise the roles of religious leaders and sacred texts.



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Expected Outcomes

Lower Key Stage 2 x4

Lower Key Stage 2 Expected outcomes - Enquiry and Impact	
Exp.A	Explain the significance of religious leaders and sacred texts.
Exp.B	Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Exp.C	Identify how core beliefs can guide lifestyle choices.
Exp.D	Recognise how religious identity can be shaped by family, community and practice.



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Expected Outcomes

Upper Key Stage 2 x4

Upper Key Stage 2 Expected outcomes - Enquiry and Impact	
Exp.A	Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
Exp.B	Explain and demonstrate how and why believers show courage and commitment.
Exp.C	Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Exp.D	Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.



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Expected Outcomes

Key Stage 3 x4

Key Stage 3 Expected Outcomes - Enquiry and Impact	
Exp.A	Identify the nature of spiritual experience and its influence on believers' lives, sense of purpose and religious practice.
Exp.B	Evaluate how far concepts of truth, right and wrong generated by different belief systems, are used to justify behaviour.
Exp.C	Explain and evaluate how beliefs about God determine responses to personal, social and global issues.
Exp.D	Evaluate the 'sacredness' of texts and the impact of divergent interpretations.



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Assessment

- Online guidance and support materials to be developed and added to the SACRE web areas during 2018-19



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Approach/pedagogy

- The enquiry approach has been retained
- The key questions have also been retained in essence, but wording tweaked, sometimes questions combined or condensed and questions phrased almost always as 'open' questions.



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Approach/pedagogy

Key Stage 1 Key Questions x6

Key Stage 1 - Key Questions		
Qu.1	How do some religions demonstrate that everyone is special?	(Believing/Belonging)
Qu.2	Why are religious celebrations important to some people but not to others?	(Believing/Belonging/Behaving)
Qu.3	Does everyone believe the same things about God?	(Believing)
Qu.4	Why do symbols and stories play important roles in religions?	(Believing/Belonging/Behaving)
Qu.5	Why do some people follow religious leaders and teachings?	(Believing/Behaving)
Qu.6	How do some people's religious beliefs encourage them to care for the world?	(Believing/Behaving)



Approach/pedagogy

Key Stage 2 Key Questions x8

Key Stage 2 - Key Questions		
Qu.1	To what extent does participating in worship and/or prayer generate a sense of belonging?	(Believing/Belonging)
Qu.2	Do Rites of Passage always help a believer to feel connected to God and/or community?	(Believing/Belonging/Behaving)
Qu.3	How can music and the arts help express and communicate religious beliefs?	(Believing/Belonging)
Qu.4	To what extent do religious beliefs influence and encourage 'good' behaviour?	(Believing/Behaving)
Qu.5	How do religious leaders and sacred texts contribute to believers' understanding of their faith?	(Believing)
Qu.6	How well does faith help people cope with matters of life and death?	(Believing/Behaving)
Qu.7	What difference might it make to believe in God as Creator?	(Believing/Behaving)
Qu.8	How might beliefs and community shape a person's identity?	(Believing/Belonging)



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Approach/pedagogy

Key Stage 3 Key Questions x8

Key Stage 3 - Key Questions		
Qu.1	Is there more than one way to be spiritual?	(Believing/Behaving/Belonging)
Qu.2	How far does a person's understanding of God influence their sense of purpose?	(Believing/Belonging/Behaving)
Qu.3	How might beliefs shape concepts of truth, right and wrong?	(Believing/Behaving)
Qu.4	In what ways do science, belief and religion interact and what difference might this make?	(Believing/Behaving)
Qu.5	To what extent should people from different belief systems manage their differences and co-operate for the common good?	(Believing/Behaving/Belonging)
Qu.6	To what extent do religious or non-religious beliefs affect personal relationships?	(Believing/Behaving)
Qu.7	Why might it matter that sacred texts are often open to interpretation?	(Believing/Behaving)
Qu.8	How might belief affect people's responses towards social and global issues?	(Believing/Behaving)



4-4.30 Familiarisation/ RE planning activity



4.30-4.45 Q and A, next steps and support



SACRE and LA Support

Termly Network meetings and Primary Subject Leader training (October 2018)

SACRE members

Crossing the Bridges Directory and materials available **FREE** on

- SACRE web areas, www.oxford.anglican.org and from
- www.discoveryschemeofwork.com

Oxford Diocesan Support for Church Schools in the Diocese

RE Adviser: Anne Andrews

Website with Scheme and support materials: www.oxford.anglican.org

Discovery RE (3rd edition) (F1-Year 6) FREE DOWNLOAD 3RD EDITION...email for link

Mapping document on request through website or sign request sheet today.

Free usb with sample materials...see Alison or

www.discoveryschemeofwork.com



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4.45-5.15 Meet and Greet the Wokingham RE Community

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5.15-5.30

Reflection

Close (Patricia Davies, Interim Assistant Director-Education, WBC)

Thank you