

Contents	page
Forward from the Bishop	2
Introduction	3
Religious Education in the Church School	5
The Legal Requirements for Religious Education	7
The Aims for Religious Education	8
Key Religious Concepts, Skills and Attitudes	9
The Attainment Targets for Religious Education	12
Assessment, Achievement and Reporting in Religious Education	13
Expectations in Religious Education	15
Expectations for Pupils with Special Educational Needs	18
The Programmes of Study	20
Foundation	21
Key Stage One	23
Key Stage Two	30
Key Stage Three	37
Ages 14 -19	51
Devising a Scheme of Work	53
Curriculum Overviews	54
Inclusion and Religious Education	59
Religious Education and Pupil's Personal Development: spiritual, moral, social and cultural development	61
The Use of Language and Religious Education	63
The Use of ICT and Religious Education	64
PSHE, Citizenship and Religious Education	65
Processes in Religious Education	66
Guidelines for Producing a Church School Policy Statement for Religious Education	67
The role of the Subject manager / Co-ordinator	68
Guidelines for Visitors	69
The North East Religious Learning Resources Centre	70
Acknowledgements	73

Forward from the Bishop

Effective Religious Education encourages pupils to undertake a personal search for meaning and to develop beliefs and values by which to live their lives. In RE pupils encounter the ultimate questions about life, the universe and eternity. They explore issues that are not just relevant to our present culture and setting, but also cultures and settings around the world and over thousands of years. In doing so they find that they are part of the human race, searching for answers to the same questions as everyone else.

The importance of RE in Church of England schools was underlined by Lord Dearing in *The Way Ahead: Church of England schools in the new millennium* in which he states:

"An important element in the distinctiveness of Church schools lies in the emphasis placed on the quality of religious education in the curriculum, which whilst covering other faiths will give particular weight to the Christian faith."

The recently published National Non-Statutory Framework for Religious Education shows that the Government is serious about the place of the subject in the school curriculum. Good religious education must enable pupils to exercise critical reflection in the search for truth and in the section headed 'The importance of religious education' the framework states that RE

"...challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses."

The framework, as the word suggests, is a skeleton in need of fleshing out. In this revision of the 1995 diocesan syllabus we have produced a fully developed syllabus based on the national framework. It has been produced in consultation with teachers and other educationalists in the diocese and I am most grateful to all who have been involved. I am sure teachers and governors will find it a useful and welcome guide to good practice and I warmly commend it to our schools.

+ Martin (Bishop of Newcastle)
September 2005

Introduction

The law requires LEAs to review local agreed syllabuses every five years. Although this is not a legal requirement in Voluntary Aided or Religious Foundation schools, the Diocese believe that revisions are necessary in the light of changes within education.

The Newcastle Diocese also believes that it is important for its schools to follow an RE curriculum which is comparable to that offered in community schools, whilst acknowledging our Christian distinctiveness and emphasis on Christian teachings. Therefore the Diocesan syllabus follows the guidance in the non statutory 'National Framework for Religious Education' (QCA 2004).

The place of RE in the curriculum

Religious education is an important element of a broad and balanced education and along with the subjects of the National Curriculum, forms the basic curriculum.

'Religious education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.'

(The national Curriculum Handbook DfES 2000)

Along with the other subjects of the National Curriculum, RE aims:

- to provide for all pupils to learn and achieve
- to promote the spiritual, moral, social and cultural development of pupils and prepare them for the opportunities, responsibilities and experiences of life.

The Newcastle Diocesan syllabus for religious education, like the national curriculum, has four purposes:

1. **To establish an entitlement:** The Diocesan syllabus determines learning in religious education in Church schools for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities. This learning contributes to pupils' developing knowledge, skills, understanding and attitudes which are necessary for their personal fulfilment and development as active and responsible citizens.
2. **To establish standards:** The Diocesan syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public. It establishes standards for the performance of all pupils in religious education which can be used to help pupils and teachers set targets for improvement and evaluate progress towards them.

3. **To promote continuity and coherence:** The Diocesan syllabus contributes to a coherent curriculum that promotes continuity. It aids the transition of pupils between schools and phases of education and can provide a foundation for further study and lifelong learning.

4. **To promote public understanding:** The Diocesan syllabus aims to increase public understanding of, and confidence in the work of church schools in religious education. It recognises and takes account of the involvement of local and national bodies and the interest of particular groups, in religious education.

Continuity and Change

The main points of continuity are elements described in the previous syllabus under the concept headings within Christianity and the other faiths studied. This continuity is important so that schools may build on existing teacher knowledge and expertise and resource banks.

Major developments since the publication of the last syllabus include changes in national education and in RE.

Changes in national education include:

- A revised national Curriculum from 2000
- The introduction of the Foundation Stage
- National Strategies for literacy, numeracy and Key Stage Three
- The introduction of Citizenship education as a new subject of the national curriculum.
- Emphasis on self evaluation in the new OFSTED and Statutory Inspection of Anglican Schools (SIAS) inspection frameworks
- The changing roles and responsibilities of LEAs
- Foundation and Community schools
- The development of better educational strategies to reduce prejudice and racism, promoting racial equality and tolerance
- New requirements for 14 -19 Education, GCSE and 16+ qualifications, following the Tomlinson review
- The Government's recent educational legislation including 'Every Child Matters'

Major development in religious education include:

- Introduction of more challenging task setting and raising of standards
- The introduction of levels of achievement
- Development of interest in RE in the early years
- Significant increases in entries for Religious Studies at GCSE, AS and A levels
- Revision of GCSE and A level specifications
- The impact of the Tomlinson review 14 – 19
- The publication of a non-statutory national framework for RE by DfES and QCA.

Religious Education in Church Schools

Religious education in a church school, as in any school, is concerned with the development of the whole person, spiritually, morally, socially, culturally, emotionally and intellectually with proper respect for individual freedom.

In this diocese our schools regard themselves as, and truly are, neighbourhood schools, available to parents of any child with or without Christian affiliation. However, *The Way Ahead: Church of England Schools in the new millennium (2001)* makes it clear that our schools are expected to be "*distinctively and recognizably Christian institutions*" and that the provision of high quality religious education has a major part to play in securing this: "*Pupils gain a religious education in its fullest sense in a Church school, with well-planned and well-organised collective worship, through the example of Christian teachers, and through the quality of RE teaching*".

Under the new **Statutory Inspection of Anglican Schools** (SIAS) framework in relation to RE the following areas are considered:

- How high are the standards in RE and how well do all learners achieve?
- How effective are learning and teaching in RE?
- To what extent do learners of all faiths and none demonstrate a positive attitude to the subject?
- How well does RE contribute to the spiritual and moral development of all learners?
- To what extent does RE promote the distinctive Christian character of the school together with an understanding of other faiths?
- How important is RE in the life of the school and how is this demonstrated?

Effective RE will require the Headteacher and governors to ensure that the school has a clear, coherent and professionally competent policy which is being implemented, and that:

- ✓ at least 5% of curriculum time is given to RE;
- ✓ teaching about other faiths is provided whilst the main emphasis is on the Christian faith;
- ✓ an RE co-ordinator is appointed and is given time to perform his/her duties including monitoring and supporting colleagues;
- ✓ all teachers are trained so that they have a secure content knowledge and an understanding of appropriate and challenging ways to teach it and to assess pupils' progress;
- ✓ a range of high quality resources are available and the use of interactive learning strategies which engage, excite and enthuse the pupils is encouraged.

In our schools pupils should encounter the Christian faith as a living faith, something they learn about not only through the RE curriculum but also by the experience of being within a community based on the teachings of the living Christ. The purpose of teaching and learning in any school and in all subjects must be to offer a sound education to the pupils attending the school; this is equally true of RE in church schools. Whilst no attempts should be made, however implicit, to indoctrinate pupils into the Christian faith, they should experience an environment where a religious view of life is affirmed, where their personal quest for meaning and purpose is encouraged and where interpretation of experience as 'religious' can be declared and taken seriously.

This syllabus, intended for use in aided schools increases the possibility of achieving high quality RE, but it cannot be mandatory for the governing bodies of aided schools are autonomous and have the power and responsibility to determine the religious education provision of their school. However, the Diocesan Education Board offers this revision of the syllabus as an authoritative resource upon which governors and schools might base their RE.

In controlled schools where the LEA Agreed Syllabus is used it is still the expectation that RE will have a central role in the school's activities, high quality curriculum documentation, adequate staff training, a reasonable level of resources, a sensible commitment of curriculum time, governor, senior management and parental support and excellent and enthusiastic teaching. To this end it is hoped that our controlled schools too will find the revised syllabus a useful tool and resource.

Religious Education and the Law

Legislation from 1944, the 1988 Education Reform Act, the 1996 Education Act, the 1998 School Standards and Framework Act and subsequent Education Acts, require that the curriculum for every school includes religious education. These requirements are accurate at the time of going to print in the Spring Term 2005.

Religious education has equal standing with the subjects of the National Curriculum.

The requirements for community schools and non-religious foundation schools

- Religious education must be provided for all pupils registered in full time education. This includes pupils who are registered in a reception class (the law relating to RE differs from that relating to the subjects of the National Curriculum), and those registered in school sixth forms (but not sixth form colleges).

Special schools must comply with the legislation and ensure that every pupil receives religious education as far as is practicable.

- Religious education must be taught in accordance with the LEA Agreed Syllabus which must reflect the fact that religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in Great Britain.
- Religious education must be non-denominational, although teaching about denominational differences is permitted.
- Religious education, along with the National Curriculum subjects, should promote the spiritual, moral, social and cultural development of pupils.
- The Head Teacher, along with the governing body and the LEA, is responsible for the provision of religious education.
- Schools are required to provide an annual report for parents on the attainment and progress of each child in religious education.
- Parents may request that their child is wholly or partly withdrawn from receiving religious education provided by the school.

The requirements for voluntary controlled schools

The requirements for voluntary controlled schools are the same as those for community schools. However voluntary controlled schools should have a member of staff appointed as a *reserve* teacher who will teach *denominational* religious education to the children of those parents who have requested it.

The requirements for aided schools and religious foundation schools

The requirements for aided or religious foundation schools differ from the requirements for community schools in that it is the governors responsibility to ensure that religious education is taught in accordance with the Trust Deed and/or Diocesan guidelines.

The Aims for Religious Education

The aims for religious education in Newcastle Diocese are:

- To contribute to the school's provision of opportunities for all pupils to learn and achieve.
- To contribute to the school's promotion of the spiritual, moral, social and cultural development of all pupils, and prepare them for the opportunities, responsibilities and experiences of life.

Through.....

1. Acquiring knowledge and understanding of Christianity as a world wide, multi cultural living faith
2. Acquiring knowledge and understanding of the principal religions other than Christianity, religious communities and secular views which are represented in Great Britain
3. Developing understanding of the ways in which religious beliefs and secular views influence the values, practices and behaviour of individuals, communities, societies and cultures
4. Developing the ability to make decisions and judgements about religious and moral issues based on careful consideration of argument, with reference to the teachings of Christianity and the other principal religions represented in Great Britain.
5. Addressing fundamental questions about life and assisting personal search for meaning and purpose through consideration of the beliefs and teachings of Christianity and the other principal religions represented in Great Britain.
6. Reflecting on personal belief , experience and values in the light of their study of religion
7. Developing positive attitudes towards other people who hold different views and beliefs

Key Religious Concepts

Exploration of religious concepts is essential, as they articulate the crucial ideas in religions, through which pupils may learn about and understand more fully the importance of faith or a belief stance in human life.

Pupils' personal development, their understanding of themselves and their place in the world is also enhanced by learning from religious concepts.

"Schools play a significant role in shaping the beliefs, values and world view, sense of identity and self worth of each new generation"

(Steve Chalk 'Generation to Generation' published by Scripture Union and Fanfare)

The concepts detailed in the last syllabus (under Christianity and the other faiths studied) have been re-organised into two key religious concepts:

Beliefs and Practice

Beliefs

The key ideas within religions and life stances which believers hold as truths. They may contain objects of belief such as deity, or sources of authority such as sacred texts, teachings and key figures from the past and present. Beliefs may be represented through symbol, the arts, creeds and prayer.

Practice

Beliefs are expressed through the practice of believers, in how they worship and celebrate, the values they hold, and how they live their lives.

Whilst being distinctive, concepts are often inter-related. These two key religious concepts form the structure for the syllabus. Christianity and other faiths will be studied through '**key questions**' which help the pupils explore these concepts.

Skills in Religious Education

Progress in religious education is dependent on the application and developing of general educational skills and processes.

The following skills are central to RE and teachers should plan to enable pupils to make progress in the use and application of these skills through each key stage.

Investigate – this includes the ability to:

- gather information from a variety of sources;
- ask relevant questions;
- know what may be appropriate information.

Interpret – this includes the ability to:

- draw meaning from, for example, artefacts, symbols, stories, works of art and poetry;
- interpret religious language;
- suggest meanings of religious texts.

Reflect – this includes the ability to:

- ponder feelings, relationships, experience, ultimate questions, beliefs and practices;
- think and speak carefully about religious and spiritual topics.

Empathise – this includes the ability to:

- consider the thoughts, feelings, experiences, beliefs and values of others;
- see the world through someone else's eyes;
- develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy.

Analyse – this includes the ability to:

- draw out essential ideas, distinguish between opinion, belief and fact;
- distinguish between key features of different faiths;
- recognise similarities and differences.

Synthesise – this includes the ability to:

- link significant features of religion together in a coherent pattern;
- make links between religion and human experience.

Express – this includes the ability to:

- explain concepts, rituals and practices;
- identify and express matters of deep concern by a variety of means – not just words;
- respond to religious issues through a variety of media.

Apply – this includes the ability to:

- apply what has been learned from a religion to a new situation.

Evaluate – this includes the ability to:

- draw conclusions by reference to different views and using reason to support own ideas;
- debate issues of religious significance with reference to experience, evidence and argument

Attitudes in Religious Education

In a Church School, positive attitudes, such as towards self and others, are fundamental to the ethos of the school and all members of the school community are encouraged through word and example to adopt them. Attitudes do not necessarily develop with age or ability, but are dependent on exploration and experience. It is not essential that these qualities are fully established before effective RE can take place, but such attitudes help to make pupils open to RE, and good RE reinforces such attitudes. Teachers should be clear about the attitudes to be developed and reinforced. Inevitably, there is much overlap between these attitudes.

Attitudes towards oneself - the development of:

- a mature sense of self-worth – enabling pupils to be confident in their own capacity to reflect and offer their own insights and questions of meaning and purpose
- a sense of identity – confidence and appreciation of personal, family, cultural and religious values
- willingness to learn and gain new understanding
- willingness to listen and consider views of others whilst not being swayed by them
- willingness to acknowledge the possibility of being wrong, biased or prejudiced
- personal integrity in living by one's beliefs and values

Attitudes to others – the development of:

- respect for those who have different beliefs, practices and life-stances from oneself;
- willingness to recognise the right of others to have different opinions and behave in different ways;
- determination to avoid scorn and willingness to act reasonably and respectfully in response to the deeply felt convictions of others;
- willingness to learn from the insights of others;
- willingness to defend for others all the rights which we claim for ourselves.

Attitudes towards living in a religiously plural and multicultural society – the development of:

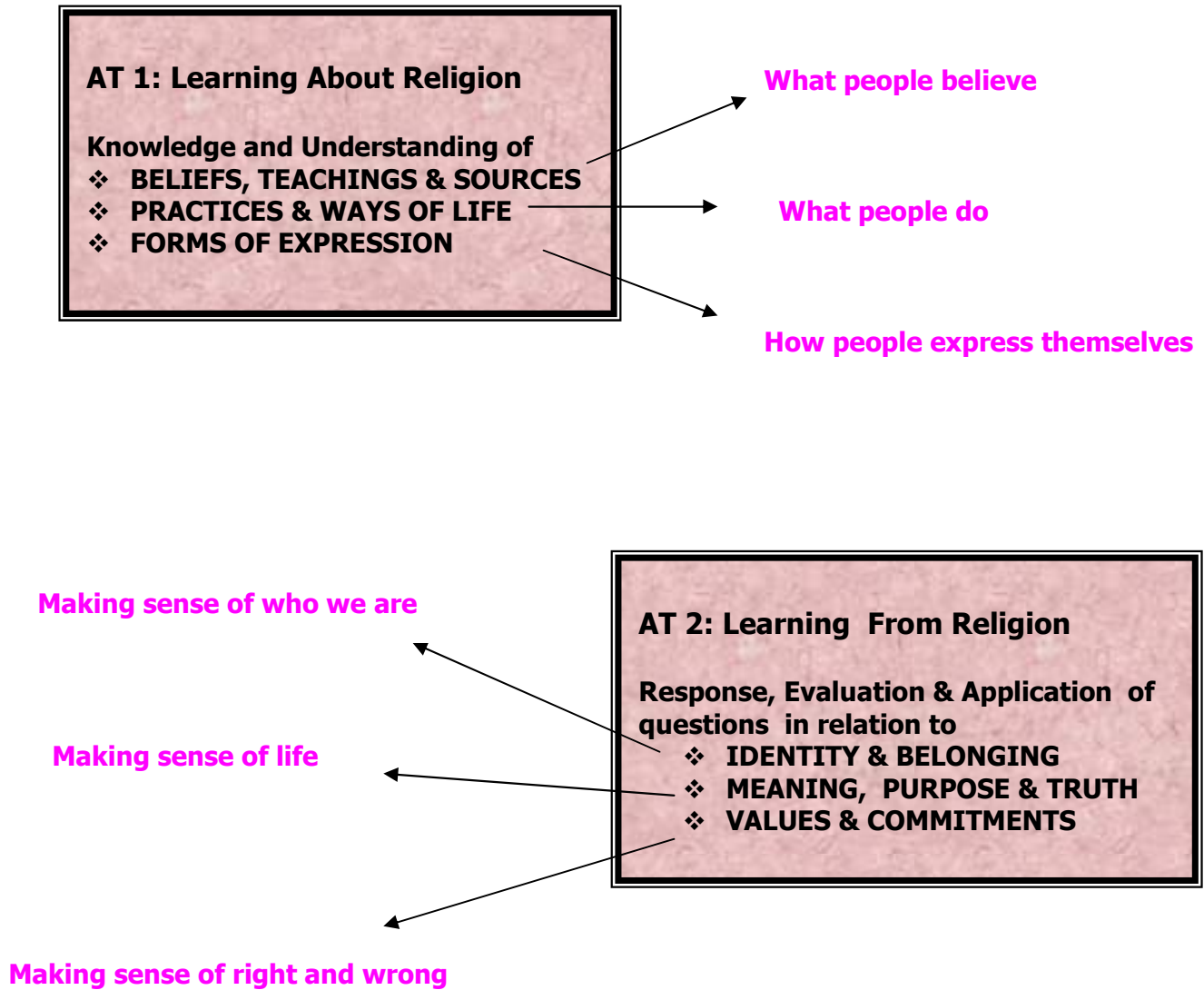
- an appreciation of religion as a fundamental element in human experience and a recognition of the value of different ways of looking at life;
- recognition that truth can be expressed in many forms and not only in the literal, the historical or the scientific
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

Attitudes to the world – the development of:

- appreciation and a sense of wonder at the vastness, beauty and mystery of the universe;
- recognition of the interdependence of all life forms on earth and the need for individual responsibility;
- recognition that material gain is not the only goal in life and willingness to look for spiritual values as the basis for action.

The Attainment Targets for Religious Education

The attainment targets reflect the aims for religious education in the Diocese.



Achievement, Assessment and Reporting in Religious Education

Achievement in religious education should be recognised, celebrated, assessed and recorded. This is important for the status of the subject in relation to the National Curriculum subjects, but more importantly, for each pupil to have their work in religious education acknowledged, and verified so that their self-worth is enhanced and that they may respond to targets and make progress.

Assessment should be seen as part of the planning process, linked to learning objectives and outcomes for both AT1 and AT2. Although teachers will 'informally' assess the success of their lessons and pupils' work or involvement throughout the year, not every piece of work needs to be formally assessed. The Diocese is recommending that there should be no less than three and no more than six formal assessments within any one year.

The Newcastle Diocese recommends that all schools use the QCA scale of expectations to indicate attainment in RE. The two attainment targets 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. Like the national Curriculum subjects, the attainment targets consist of eight level descriptions of increasing difficulty, plus a description above level 8 for exceptional performance.

All such scales have their limitations, but using the scale helps teachers to identify expectations, leading to more challenging RE and hence the raising of standards. The scale is skill based and balances the two attainment targets. Its suggestions encourage a broad range of approaches to assessment.

End of key stage expectations

Key Stage One	~	Pupils will work at levels 1 - 3	with most achieving level 2
Key Stage Two	~	Pupils will work at levels 2 - 5	with most achieving level 4
Key Stage Three	~	Pupils will work at levels 3 - 8	with most achieving level 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 which 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.

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

Reporting

In line with national requirements, schools are expected to report to parents upon pupils' attainment and progress in religious education annually and at the end of each key stage. If a school decides not to use the levels in the scale for reporting, other systems which are consistent with the requirements of the syllabus, must be in place.

Expectations in RE

The level descriptions for Attainment target 1: **Learning about religion and perspectives on life** refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources
- practices and ways of life
- forms of expression

The level descriptions for Attainment target 2: **Learning from religion and perspectives on life** refer to how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging
- meaning, purpose and truth
- values and commitments

Level	Learning about Religion and Perspectives on Life	Learning from Religion in the light of their learning about religion and perspectives on life
1	Pupils <ul style="list-style-type: none"> ▪ use some religious words and phrases to recognise and name features of religious life and practice ▪ recall religious stories ▪ recognise symbols, and other verbal and visual forms of religious expression 	Pupils talk about <ul style="list-style-type: none"> ▪ their own experiences and feelings ▪ what they find interesting or puzzling ▪ what is of value and concern to themselves and to others
2	Pupils <ul style="list-style-type: none"> ▪ use religious words and phrases to identify some features of religion and its importance for some people ▪ begin to show awareness of similarities in religions ▪ retell religious stories ▪ suggest meanings for religious actions and symbols ▪ identify how religion is expressed in different ways 	Pupils <ul style="list-style-type: none"> ▪ ask and respond sensitively to questions about their own and others' experiences and feelings ▪ recognise that some questions cause people to wonder and are difficult to answer ▪ recognise their own values and those of others in relation to matters of right and wrong
3	Pupils <ul style="list-style-type: none"> ▪ use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences ▪ make links between beliefs and sources, including religious stories and sacred texts ▪ begin to identify the impact religion has on believers' lives. ▪ describe some forms of religious expression 	Pupils <ul style="list-style-type: none"> ▪ identify what influences them, making links between aspects of their own and other's experiences ▪ ask important questions about religion and beliefs, making links between their own and others' responses ▪ make links between values and commitments, and their own attitudes and behaviour

Level	Learning about Religion and Perspectives on Life	Learning from Religion in the light of their learning about religion and perspectives on life
4	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences ▪ make links between them and describe some similarities and differences both within and between religions ▪ describe the impact of religion on people's lives ▪ suggest meanings for a range of forms of religious expression 	<p>Pupils</p> <ul style="list-style-type: none"> ▪ raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments ▪ apply their ideas to their own and other people's lives ▪ describe what inspires and influences themselves and others
5	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities ▪ describe why people belong to religions ▪ understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this ▪ 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 	<p>Pupils</p> <ul style="list-style-type: none"> ▪ ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and other's lives ▪ explain what inspires and influences them ▪ express their own and others' views on the challenges of belonging to a religion
6	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them ▪ explain why the impact of religions and beliefs on individuals, communities and societies varies ▪ 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 ▪ interpret the significance of different forms of religious, spiritual and moral expression 	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues ▪ express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth ▪ consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments

Level	Learning about Religion and Perspectives on Life	Learning from Religion in the light of their learning about religion and perspectives on life
7	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs ▪ analyse issues, values and questions of meaning and truth ▪ account for the influence of history and culture on aspects of religious life and practice ▪ explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition ▪ 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 	<p>Pupils</p> <ul style="list-style-type: none"> ▪ articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues ▪ 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
8	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs ▪ contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas ▪ critically evaluate the impact of religions and beliefs on differing communities and societies ▪ analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied ▪ interpret and evaluate varied forms of religious, spiritual and moral expression 	<p>Pupils</p> <ul style="list-style-type: none"> ▪ coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments ▪ 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
EP	<p>Pupils</p> <ul style="list-style-type: none"> ▪ use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs ▪ evaluate in depth the importance of religious diversity in a pluralistic society ▪ clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time ▪ provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied ▪ synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression 	<p>Pupils</p> <ul style="list-style-type: none"> ▪ analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments ▪ 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

Expectations in RE – For Pupils with Special Educational Needs

The Qualifications and Curriculum Authority have identified 'P' (pre) levels to assist teachers in determining attainment in RE for those pupils identified as having special educational needs. These performance descriptions outline small, progressive steps in RE, before level 1 in the eight level scale.

P1 to P3 are common across all subjects, outlining the range of general performance that some pupils with learning difficulties might characteristically demonstrate.

Level	Performance descriptions below level one, pupils....
P1 (i)	<ul style="list-style-type: none"> ▪ Encounter activities and experiences. ▪ May be passive or resistant. ▪ May show simple reflex responses.
P1 (ii)	<ul style="list-style-type: none"> ▪ Show emerging awareness of activities and experiences. ▪ May have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. ▪ May respond occasionally.
P2 (i)	<ul style="list-style-type: none"> ▪ Begin to respond consistently to familiar people, events and objects. ▪ React to new activities and experiences. ▪ Accept and engage in co-active exploration.
P2 (ii)	<ul style="list-style-type: none"> ▪ Begin to be pro-active in their interactions. ▪ Communicate consistent preferences and affective responses. ▪ Recognise familiar people, events and objects. ▪ Perform actions, often by trial and improvement and they remember learned responses over short periods of time. ▪ Co-operate with shared exploration and supported participation.
P3 (i)	<ul style="list-style-type: none"> ▪ Begin to communicate intentionally. ▪ Seek attention through eye contact, gesture or action. ▪ Request events or activities. ▪ Participate in shared activities with less support. ▪ Sustain concentration for short periods. ▪ Explore materials in increasingly complex ways. ▪ Observe the results of their own actions with interest. ▪ Remember learned responses over more extended periods.
P3 (ii)	<ul style="list-style-type: none"> ▪ Use emerging conventional communication. ▪ Greet known people and may initiate interactions and activities. ▪ Can remember learned responses over increasing periods of time and may anticipate known events. ▪ May respond to options and choices with actions or gestures. ▪ Actively explore objects and events for more extended periods. ▪ Apply potential solutions systematically to problems.
P4	<ul style="list-style-type: none"> ▪ Use single elements of communication to express their feelings. ▪ Show they understand 'yes' and 'no'. ▪ Begin to respond to the feelings of others. ▪ Join in with activities by initiating ritual actions or sounds. ▪ May demonstrate an appreciation of stillness and quietness.
P5	<ul style="list-style-type: none"> ▪ Respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. ▪ Respond to a variety of new religious experiences. ▪ Take part in activities involving two or three other learners. ▪ May also engage in moments of individual reflection.

	Performance descriptions below level one, pupils....
P6	<ul style="list-style-type: none"> ▪ Express and communicate their feelings in different ways. ▪ Respond to others in group situations and cooperate when working in small groups. ▪ Listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. ▪ Carry out ritualised actions in familiar circumstances. ▪ Show concern and sympathy for others in distress. ▪ Start to be aware of their own influence on events and other people.
P7	<ul style="list-style-type: none"> ▪ Listen to and follow religious stories. ▪ Communicate their ideas about religion, life events and experiences in simple phrases. ▪ Evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. ▪ Find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. ▪ May communicate their feelings about what is special to them. ▪ Begin to understand that other people have needs and to respect these. ▪ Make purposeful relationships with others in group activity.
P8	<ul style="list-style-type: none"> ▪ Listen attentively to religious stories or to people talking about religion. ▪ Begin to understand that religious and other stories carry moral and religious meaning. ▪ Are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. ▪ Communicate simple facts about religion and important people in religions. ▪ Begin to realise the significance of religious artefacts, symbols and places. ▪ Reflect on what makes them happy, sad, excited or lonely. ▪ Demonstrate a basic understanding of what is right and wrong in familiar situations. ▪ Are often sensitive to the needs and feelings of others and show respect for themselves and others. ▪ Treat living things and their environment with care and concern.

The Programmes of Study

In formulating the programmes of study, the Diocese followed the guidelines in the non-statutory National Framework for Religious Education (QCA 2004).

The Programme of Study for the **Foundation Stage** suggests how religious education can make a contribution to the areas of learning and expectations. For teachers wishing to have further guidance on possible approaches and ideas, the Diocese recommend the following handbook produced by Solihull LEA.

'Handbook for Religious Education in the Foundation Years'
available from 'Birmingham City Council' Design and Print, Room B31, Council House,
Birmingham B1 1BB Tel: 0121 303 1986

The Programmes of Study for **KS1, KS2 and KS3** identify areas of study through the key concepts, key questions and expectations.

At **ages 14 – 19**, the syllabus requirements for religious education are different to those at key Stages 1 – 3. A detailed programme of study would not be inappropriate and therefore is not included.

The Programme of Study for the Foundation Stage

The 'Foundation Stage' describes the phase of a child's education from the age of three to the end of the reception year. Religious education is **compulsory for all pupils who are registered at a school, including those in a reception class**. Although it is not compulsory for pupils in a nursery school or nursery class in a primary school, it is good practice and educationally and developmentally sound for religious education to form part of the provided curriculum in the Foundation Stage. It is particularly desirable in nurseries associated or linked with the Church.

Including religious education in the Foundation Stage will offer significant opportunities to meet the requirements of the early learning goals and will provide pupils with some valuable learning experiences and strong foundations on which to build in religious education later.

In the early years teaching and learning in religious education should:

- involve a multi-sensory approach
- build on what pupils already know, understand and can do
- be inclusive of all races, cultures, religions, gender, needs, abilities and backgrounds, by ensuring the careful use of language, books, videotapes and activities
- offer wide experiences and activities which provide opportunities to learn about and learn from religions
- offer opportunities for spiritual development.

Religions to be studied

At the Foundation stage, pupils will begin to learn about Christianity and other religions represented in the school and the local area.

Breadth of study

Pupils may:

- begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship
- listen to and talk about stories
- be introduced to religious words
- use their senses in exploring religions and beliefs, practices and forms of expression
- reflect on their own feelings and experiences
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Religious education and the foundation stage areas of learning

Religious education can make a contribution to each of the six areas but it has a particularly important contribution to make to personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world and creative development.

Opportunities for Religious Education in the Foundation Stage

AREAS OF EARLY LEARNING	OPPORTUNITIES FOR RE MIGHT INCLUDE
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ▪ Explore similarities and differences of those in the class, local and wider community. ▪ Develop awareness and understanding of themselves as unique individuals: their needs and their feelings. ▪ Develop awareness and understanding of others and their 'uniqueness'. ▪ Learn about the influences religious beliefs can have on an individual's life and behaviour. ▪ Explore belonging and a sense of community. ▪ Develop attitudes of care and tolerance, respect and fairness towards others. ▪ Develop skills such as communication, investigation, reflection and empathy. ▪ Celebrate special times and events such as birthdays, baptism, Hannukah, Divali, Christmas and Easter.
Language and Literacy	<ul style="list-style-type: none"> ▪ Key words relating to religions and experiences including visits to places of worship. ▪ Listen to stories from religious books and traditions. ▪ Compose, use and think about the words of simple prayers. ▪ Communicate verbally or in song, feelings and thoughts about God, people and the world.
Knowledge and Understanding of the World	<ul style="list-style-type: none"> ▪ Hear some creation stories such as that found in the Bible. ▪ Raise awareness and reflect on how we rely on the world's resources. ▪ Become aware of seasonal change and celebrate a harvest festival. ▪ Develop awareness of the world at large and reflect on the richness in diversity – religious food and feasts; costume; special buildings, objects and artefacts.
Creative Development	<ul style="list-style-type: none"> ▪ Listen to and sing songs from various religions and cultures. ▪ Make music and use as a background for storytelling. ▪ Design and make special objects including religious artefacts. ▪ Cook religious food. ▪ Make religious masks ▪ Dress in religious costumes

Expectations

Pupils leaving the Foundation Stage should have had the opportunities to:

- talk about and appreciate themselves and others as unique individuals
- reflect on their own feelings and experiences
- talk about and begin to appreciate the feelings and experiences of others
- think about right and wrong
- encounter religious stories and talk about them
- explore through story, artefacts, symbols, visits and visitors, the importance of religious beliefs to some people
- explore some features of religion, for example: special places, books, time and people.
- use some religious words correctly
- explore aspects of festivals through, for example: story, music, food and costume

The Programme of Study for Key Stage One

Knowledge, skills and understanding

The two attainment targets of *learning about religion* and *learning from religion* are equally important. Teachers should ensure that in planning for religious education there is equal balance between learning about religion and learning from religion.

1. *Learning about religion*

Pupils should be taught to:

- a. Explore a range of religious stories and sacred writings and talk about their meanings
- b. Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- c. Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- d. Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- e. Identify and suggest meanings for religious symbols and begin to use a range of religious words

2. *Learning from religion*

Pupils should be taught to:

- f. Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- g. Ask and respond imaginatively to puzzling questions, communicating their ideas
- h. Identify what matters to them and others, including those with religious commitments, and communicate their responses
- i. Reflect on how spiritual and moral values relate to their own behaviour
- j. Recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of Study

1. *The religions to be studied at Key Stage 1:*

Christianity

Judaism

A religious community with a significant local presence, where appropriate *

World views, where appropriate *

(*The school may, if appropriate, design one unit of work (of no more than ½ term) to include aspects of another world faith/world view represented by pupils in the school or the locality. Schools may contact the Diocese for advice and support.)

2. Themes to be addressed at Key Stage 1:

During this key stage pupils should engage with the following themes which have been integrated into the programme of study:

- a. believing: what people believe about God, humanity and the natural world
- b. story: how and why some stories are sacred and important in religion
- c. celebrations: how and why celebrations are important in religion
- d. symbols: how and why symbols express religious meaning
- e. leaders and teachers: figures who have an influence on others locally, nationally and globally in religion
- f. belonging: where and how people belong and why belonging is important
- g. myself: who I am and my uniqueness as a person in a family and community

3. Experiences and Opportunities to be provided at Key Stage 1:

When devising your scheme of work for this key stage, the following opportunities and experiences should be provided for pupils:

1. visiting places of worship and focusing on symbols and feelings
2. listening and responding to visitors from local faith communities
3. using their senses and having times of quiet reflection
4. using art, design, music, dance and drama to develop their creative talents and imagination
5. sharing their own beliefs, ideas and values and talking about their feelings and experiences
6. beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Assessment:

This is an integral part of this syllabus, and must be included in teachers' planning and practice. The attainment targets and levels on pages 15-17 should be used to inform planning, and guide teachers in their efforts to raise standards.

Schemes of work:

These must be planned from the programme of study. Schools may use the suggestions made in the guidance section to this syllabus and the suggestions made in the QCA schemes of work as long as the requirements of this syllabus are being met. Please note that it is not appropriate to use the QCA schemes of work in place of the Diocesan syllabus.

Teaching time:

Based upon the Dearing Curriculum Review (1996) the programmes of study require a **minimum of 5%** of curriculum time. This means: **36 hours per year at key stage 1**

RE is part of the required curriculum and in a Church school is regarded as part of the core curriculum for all pupils. **The curriculum time for religious education is distinct from time spent on collective worship or school assembly**

It is expected that most units of work will be a half term of teaching time, although some units may require more or less. It may be appropriate for some RE time to be blocked (half day, or day blocks of time) so that more effective teaching and learning within some units can take place.

Key Stage 1---- Programme of Study----Year 1 → Year 2

Key Concept – Belief Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Christians believe about God? Pupils will:</p> <ul style="list-style-type: none"> ▪ be introduced to and explore some images of God. ▪ Use Old and New Testament sources to develop knowledge and understanding of God as a loving, caring parent and as creator of the world. 	<ul style="list-style-type: none"> ▪ What does the Bible say about: <ul style="list-style-type: none"> • God and creation? • God as a loving, caring parent? ▪ Do you think there is a God and what might God be like? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Recall how Christians believe God created the world ▪ Retell some stories which reveal what God is like ▪ <i>Talk about their own ideas about God</i> ▪ <i>Ask questions about creation</i> ▪ Recognise similarities in Jewish and Christian beliefs about God 	
<p>Why is Jesus important to Christians? Pupils will:</p> <ul style="list-style-type: none"> ▪ explore aspects of Jesus' life as described in the Gospels. ▪ learn about the festivals associated with his birth and death, and the significance of these events for Christians. ▪ explore the importance of Jesus as a special person in the lives of those he met, and to Christians today. 	<ul style="list-style-type: none"> ▪ Why is the birth and death of Jesus significant to Christians? ▪ How are Christmas and Easter celebrated by Christians today? ▪ How do you celebrate Christmas and Easter? ▪ What symbols are associated with Christmas and Easter? ▪ What effect did Jesus have on the lives of those who met him? ▪ What effect does Jesus still have on the lives of Christians today? ▪ Who is special in your life? ▪ What do you think about Jesus? ▪ What occasions or events do you remember and celebrate? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Know that Christmas celebrates the birth of Jesus and suggest the significance of this for Christians ▪ Know that Easter celebrates the resurrection of Jesus after his death and suggest the significance of this for Christians ▪ Identify some Christian symbols and suggest meanings for them ▪ Recount some stories about Jesus ▪ Retell some stories Jesus told ▪ <i>Express their own thoughts about Jesus</i> ▪ <i>Talk about the special people and special celebrations in their own lives and identify what influences them</i> 	

Key Concept – Belief: Christianity	Key Questions	Expectations <i>(AT2 in Italics)</i>	Links to SOW
<p>What is the Bible? Pupils will:</p> <ul style="list-style-type: none"> ▪ consider why this book is special for Christians. ▪ become familiar with its use as a source of authority and teaching. ▪ hear some stories from the Old and New Testaments 	<ul style="list-style-type: none"> ▪ Why is the Bible special to Christians? ▪ What do we learn about God from the Bible? ▪ What does the Old Testament tell us about? ▪ What does the New Testament tell us about? ▪ What is special to you? ▪ What do you think about the stories you have heard? 	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> ▪ Suggest why the Bible is a special book for Christians. ▪ Suggest the differences between the Old and the New Testaments ▪ Retell some stories they have heard ▪ <i>Express their thoughts and feeling about the stories they have heard</i> ▪ <i>Talk about what is special to them</i> 	

Key Concept – Practice: Christianity	Key Questions	Expectations <i>(AT2 in Italics)</i>	Links to SOW
<p>What is the Church? Pupils will:</p> <ul style="list-style-type: none"> ▪ explore ideas of belonging and community. ▪ Learn that the word 'Church' describes both a building and the community of Christians ▪ learn that there are special places where Christians meet together to worship God. ▪ explore the functions and features of religious buildings in their own community. ▪ begin to know and understand what is meant by 'worship'. 	<ul style="list-style-type: none"> ▪ What 'groups' do you belong to? ▪ What does belonging to a group mean to you? ▪ What places are special to you and why are they special? ▪ What is 'the church' and why is it special to Christians? ▪ What is the church used for? ▪ What is worship? ▪ What is special about the things in the church? ▪ Do you recognise any symbols? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Identify their own feelings about belonging to a group. ▪ Identify a Christian place of worship by its features and symbols ▪ Talk about why 'the church' is important to Christians ▪ Talk about how a church is used. ▪ <i>Talk about their own feelings and respond sensitively to the feelings of believers when visiting a place of worship</i> ▪ <i>Identify and suggest the importance of some features of Christian worship</i> 	
<p>How does Christian belief affect their lives? Pupils will:</p> <ul style="list-style-type: none"> ▪ explore what it means to be a disciple or follower of Christ ▪ become aware of the Christian attitude to and value of life ▪ explore their own uniqueness and begin to appreciate the diversity of human life ▪ understand that the teachings of Jesus inform Christians how they should behave ▪ explore the lives of some Christian people ▪ become familiar with special times and celebrations such as Baptism and Harvest 	<ul style="list-style-type: none"> ▪ How do you become a 'follower of Christ'? ▪ What is a 'family'? What qualities do you have? ▪ What qualities do your friends have? ▪ Who were the friends of Jesus? ▪ Why is it important for Christians to follow rules? ▪ What rules do Christians have to follow? ▪ Do you agree with the rules you have to follow? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Talk about the significance of infant baptism for Christians ▪ Appreciate themselves and others ▪ Talk about and suggest reasons for the rules they have to follow ▪ recognise some Christian attitudes and values ▪ Express some teachings of Jesus which centre on behaviour. ▪ Appreciate and reflect on the significance of Harvest Festival for Christians and themselves. 	

Key Concept – Belief: Judaism	Key Questions	Expectations <i>(AT2 in Italics)</i>	Links to SOW
<p>What do Jewish people believe about God</p> <p>Pupils will:</p> <ul style="list-style-type: none"> ▪ explore aspects of the Jewish understanding of God as the ONE GOD, the creator who cares for all the world and its people 	<p>What does the Torah say about:</p> <ul style="list-style-type: none"> ▪ God and creation? ▪ God caring for creation? ▪ What do stories tell us about God ▪ Who have similar ideas about God? ▪ What ideas do you have about God 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Recount Jewish beliefs about how the world was created ▪ Talk about some Jewish stories concerning the nature of God ▪ Identify similarities in Jewish and Christian beliefs about God ▪ <i>Talk about their own ideas about God</i> 	
<p>What is the Torah and why is it important to Jewish people?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> ▪ become familiar with the Torah scroll and will understand that this contains rules, values and stories which are important to the Jews and their history. ▪ become familiar with how the Torah is used and where it is kept inside the synagogue. ▪ encounter some central sayings from the Torah, including the Shema (Deuteronomy 6. 4-5) 	<ul style="list-style-type: none"> ▪ Why are the stories in the Torah important to Jews? ▪ What do the rules and laws in the Torah tell people about how they should live their lives and are these good rules to live by? ▪ Where and how is the Torah kept and why? ▪ How is the Torah used in the synagogue? ▪ Which symbols can be found in the synagogue and why are they significant to the Jewish people? ▪ What is the Shema? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Recognise a Torah scroll as the 'sacred book' of the Jews. ▪ Recount some of the rules and laws outlined in the Torah ▪ <i>Express their own opinions about rules and laws and the reasons for them</i> ▪ Recognise a synagogue by some symbols and features. ▪ Recall some of the stories or sayings from the Torah 	

Key Concept – Practice: Judaism	Key Questions	Expectations <i>(AT2 in Italics)</i>	Links to SOW
<p>How does Jewish belief affect their lives? Pupils will:</p> <ul style="list-style-type: none"> ▪ explore the home life of a Jew today ▪ become familiar with Jewish religious objects ▪ explore the special occasion of Shabbat and the festival of Hanukah. 	<ul style="list-style-type: none"> ▪ What is your home like? ▪ Do you have any special things in your home? ▪ What special times do you celebrate at home? ▪ What is a - Mezuzah; Tallit; Kippah; Shabbat Candle, Hanukiah? ▪ What is Shabbat? ▪ What happens at the Shabbat meal and why is it important? ▪ What is Hanukah and how is it celebrated? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Identify features such as mezuzah, tallit and kippah and talk about their significance and how they are used ▪ Identify Shabbat as a special day for Jews and be able to recall some features of how it is observed in a Jewish home. ▪ <i>Talk about the special times they observe in their own homes and be able to express how they feel at special times.</i> ▪ Retell some aspects of the story of Hanukah and how it is celebrated by Jews today. 	

The Programme of Study for Key Stage Two

Knowledge, skills and understanding

The two attainment targets of *learning about religion* and *learning from religion* are equally important. Teachers should ensure that in planning for religious education there is equal balance between learning about religion and learning from religion.

1. *Learning about religion*

Pupils should be taught to:

- a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- b. describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with, beliefs and teachings
- c. identify and begin to describe the similarities and differences within and between religions
- d. investigate the significance of religion in the local, national and global communities
- e. consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- f. describe and begin to understand religious and other responses to ultimate and ethical questions
- g. use specialist vocabulary in communicating their knowledge and understanding
- h. use and interpret information about religions from a range of sources.

2. *Learning from religion*

Pupils should be taught to:

- a. reflect on what it means to belong to a faith community, communicating their own and others' responses
- b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas
- d. reflect on ideas of right and wrong and their own and others' responses to them
- e. reflect on sources of inspiration in their own and others lives.

Breadth of study

1. *Religions to be studied At Key Stage 2:*

Christianity and Islam will be studied in years 3 & 4

Christianity and Hinduism will be studied in years 5 & 6

A religious community with a significant local presence, where appropriate*

World views, where appropriate*

(* The school may, if appropriate, design one or two units of work, of no more than ½ term per unit, to include aspects of another world faith/world views represented by pupils in the school or the locality. Schools may contact the Diocese for advice and support.)

2. Themes to be addressed at Key Stage 2:

During this key stage pupils should engage with the following themes which have been integrated into the programme of study:

- a. beliefs and questions: how people's beliefs about God, the world and others impact on their lives
- b. teachings and authority: what sacred texts and other sources say about God, the world and human life
- c. worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites
- d. the journey of life and death: why some occasions are sacred to believers, and what people think about life after death
- e. symbols and religious expression: how religious and spiritual ideas are expressed
- f. inspirational people: figures from whom believers find inspiration
- g. religion and the individual: what is expected of a person in following a religion or belief
- h. religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life
- i. beliefs action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

3. Experiences and Opportunities to be provided at Key Stage 2:

When devising your scheme of work for this key stage, the following opportunities and experiences should be provided for pupils:

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

Assessment

This is an integral part of this syllabus, and must be included in teachers' planning and practice. The attainment targets and levels on pages 15-17 should be used to inform planning and guide teachers in their efforts to raise standards.

Schemes of work

These must be planned from the programmes of study. Schools may use the suggestions made in the guidance section to this syllabus and the suggestions made in the QCA schemes of work as long as the requirement of this syllabus are being met. Please note that it is not appropriate to use the QCA schemes in place of the Diocesan syllabus.

Teaching time

Based upon the Dearing Curriculum Review (1996) the programmes of study have been designed to be delivered in a **minimum of 5%** of curriculum time. This means **45 hours per year at Key Stage 2**

RE is part of the required curriculum and in a Church school is regarded as part of the core curriculum for all pupils. The curriculum time for religious education is distinct from time spent on collective worship or school assembly.

It is expected that most units of work will be a half term of teaching time, although some units may require more or less. It may be appropriate for some RE time to be blocked (half day, or day blocks of time) so that more effective teaching and learning within some units can take place.

Key Stage 2---- Programme of Study---- Year 3 → Year 6

Key Concept - Belief Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Christians believe about God? Pupils will</p> <ul style="list-style-type: none"> ▪ explore the Christian belief in the Trinity ▪ engage with Biblical text ▪ explore the lives of exemplar Christians ▪ develop their knowledge and understanding of the nature of God and God's relationship with humankind ▪ consider creation stories and the messages these convey for today 	<ul style="list-style-type: none"> ▪ What is the Trinity? ▪ What is a Covenant? ▪ What is the Spirit? ▪ What does the Bible tell us about God's relationship with humankind? ▪ How has God inspired some people to live their lives? ▪ What is faith? ▪ What do you think about God? ▪ How could belief in God change someone's life? ▪ How should we care for the world? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Describe/discuss belief in the Trinity. ▪ Reflect on the relationship between God and humanity as described in Biblical text. ▪ Describe/reflect on how belief in God influenced the lives of some people. ▪ <i>Describe their own ideas about God and reflect how these may have changed.</i> ▪ <i>Express their own ideas and others about how God and humankind should relate today</i> ▪ <i>Suggest how we should care for the world?</i> 	
<p>Why is Jesus important to Christians? Pupils will</p> <ul style="list-style-type: none"> ▪ develop their knowledge and understanding of Jesus by exploring more fully his birth, ministry and death as described in the Gospels. ▪ examine the teachings of Jesus in their Biblical context and examine their significance for today. 	<ul style="list-style-type: none"> ▪ What is Incarnation? ▪ What is redemption? ▪ What is salvation? ▪ What is resurrection? ▪ What effect did Jesus have on the people around him? ▪ What did Jesus teach? ▪ What is a miracle? ▪ What does discipleship mean? ▪ Has the teaching and example of Jesus any relevance for today? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Talk about the birth/life/death of Jesus; describe the similarities and differences found in the Gospels ▪ Express their understanding of the Christian belief in Jesus ▪ Reflect on how Jesus has influenced the lives of his followers ▪ <i>Consider their own thoughts, feelings and attitudes towards Jesus' example and teaching</i> ▪ <i>Relate specific teachings of Jesus to life situations today</i> 	
<p>What is the Bible? Pupils will</p> <ul style="list-style-type: none"> ▪ become more familiar with the Bible, its origin, structure, content and use. ▪ explore the importance of the Bible for believers and ask questions about the significance of some of its messages for today. 	<ul style="list-style-type: none"> ▪ What is revelation? ▪ What does the Bible contain? ▪ How is the Bible used? ▪ What messages from the Bible do you consider to be important for today? ▪ How could the messages from the Bible change someone? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Identify the significance of the Bible to Christians ▪ Describe how the Bible is used today ▪ Retell some stories from the Bible and comment on the teaching or the message ▪ <i>Express their views on the significance of the Bible's teachings and messages for today</i> 	

Key Concept – Practice Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What is the Church? Pupils will</p> <ul style="list-style-type: none"> ▪ develop their understanding of belonging and identity for Christians and on a personal level. ▪ explore how various aspects of Christian community (worship, ritual and ceremony) are expressed differently in different traditions and parts of the world. ▪ become familiar with the festival of Pentecost and Ascension and their significance for Christians. 	<ul style="list-style-type: none"> ▪ What does it mean to belong, for you personally? ▪ What does it mean to belong for a Christian? ▪ What is meant by 'body of Christ' and 'people of God'? ▪ How do Christians worship? ▪ Why is Eucharist celebrated? ▪ What special times are remembered and celebrated in the Christian Church? ▪ How does Christian belief and practice vary across the worldwide Church? ▪ What are your thoughts, feelings and attitudes towards different practices and beliefs? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Suggest the importance of belonging to the Church for Christians ▪ Reflect on what belonging means to them ▪ Identify aspects of Christian worship ▪ Describe major celebrations within the Church ▪ Examine similarities and differences in the Church worldwide ▪ <i>Express their own thoughts, feelings and attitudes towards difference</i> 	
<p>How does Christian belief affect their lives? Pupils will</p> <ul style="list-style-type: none"> ▪ explore Biblical text and the example of well known Christians throughout history, to further understanding of how Christians believe they should live their lives. ▪ Consider the significance of pilgrimage ▪ explore their own attitudes, feelings and beliefs towards some of life's difficult questions. 	<ul style="list-style-type: none"> ▪ What central teachings of Christianity give guidance on how they should live their lives? ▪ Do central Christian teachings have relevance for today? ▪ What are your beliefs, feelings and attitudes on life today? ▪ What influences are there on the way you live your life? ▪ Why do pilgrims make their journeys? ▪ Why are some Christians particularly well known? ▪ How does belief help Christians to answer the difficult questions in life? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Describe and reflect on their sense of personal identity and the influences on their lives ▪ Reflect on the experiences of others ▪ Consider and reflect on life stances in relation to their own ▪ Identify aspects of belief which have influenced some peoples lives ▪ <i>Ask and suggest answers to difficult questions in the light of their own experience and beliefs and in the light of Christian teaching</i> ▪ <i>Respond to others with a sense of respect and sensitivity.</i> 	

Key Concept – Belief Islam	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Muslims believe about Allah?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ learn about Muslim belief in one true God (Allah) ▪ explore the nature of Allah through some of the 99 names. ▪ learn about the belief that Muhammad (pbuh) is the prophet of Allah. ▪ encounter stories about Muhammad (pbuh) 	<ul style="list-style-type: none"> ▪ Who is Allah? ▪ Who is Ibrahim? ▪ Why is Muhammad important? ▪ Why does Allah have 99 names? ▪ What do Muslims believe about creation? ▪ What similarities and differences in beliefs about God are there in other religions studied? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Reflect on some of the ways Muslims describe Allah ▪ Describe Muslim belief about creation and <i>relate this to their own and other religions’ ideas about creation</i> ▪ Compare the similarities and differences to be found in belief about God in Islam and in other religions <i>and relate this to their own beliefs</i> ▪ Retell some stories about Muhammad 	
<p>What is the Qur’an and why is it important to Muslims?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ learn how the Qur’an was revealed to Muhammad (pbuh). ▪ consider the importance of the Qur’an to Muslims, how it is used and treated. 	<ul style="list-style-type: none"> ▪ How was the Qur’an revealed to Muhammad? ▪ Why is the Qur’an treated with respect? ▪ What does the Qur’an say? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Reflect on why the Qur’an is important ▪ Describe the revelation of the Qur’an to Muhammad ▪ <i>Explain sources of guidance in their own lives</i> 	

Key Concept – Practice Islam	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Muslim belief affect their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ encounter elements of Muslim family and social life. ▪ explore the birth and naming of children, home life the role of parents and respect for others. ▪ consider the importance of the Mosque and its role in the community. ▪ Explore aspects of faith such as prayer, pilgrimage, fasting and charity 	<ul style="list-style-type: none"> ▪ Why is Muslim family life important? ▪ What happens in your family? ▪ What are the main features of the Mosque and what happens there? ▪ What are the ‘pillars’ of Islam and why are they important? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ <i>Describe their own family celebrations and customs; reflect on what they consider to be important</i> ▪ Describe / reflect on aspects of family life for Muslims, particularly the role of parents, the naming of children and respect shown for others ▪ Recognise the features of the Mosque and explain its role in the community ▪ Reflect on importance of the five pillars of Islam for Muslims ▪ Use some Muslim words correctly ▪ <i>Reflect on practices and values in their own lives</i> 	

Key Concept – Belief Hinduism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Hindus believe about God?</p> <p>Pupils will</p> <ul style="list-style-type: none"> explore how God is worshipped in a variety of forms (e.g Vishnu, Shiva, Brahma, Ganesha, Lakshmi, Hanuman, Kali, Durga) learn about concept of avatar. encounter stories about creation 	<ul style="list-style-type: none"> What does the aum symbol represent? What is the Trimurti? What characteristics of God are expressed in the Hindu deities? How is the Hindu idea of creation similar or different to the Biblical explanation? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> Recognise the aum symbol and describe its significance Identify some deities and describe the aspects of God they are associated with <i>Describe and reflect on aspects of their own personality and character</i> Identify similarities and differences in creation stories 	
<p>Why are the Hindu scriptures important</p> <p>Pupils will</p> <ul style="list-style-type: none"> encounter some of the stories found in Hindu scriptures and reflect on their insights and meanings 	<ul style="list-style-type: none"> What is the Ramayana? What are the Puranas? What qualities in a person do you admire? Who do you admire? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> Describe key events in the Ramayana and Puranas and consider its message for believers <i>Ask questions and suggest answers to the struggle between good and evil in life today</i> <i>Express and reflect on their own experiences of good and evil</i> 	

Key Concept – Practice Hinduism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Hindu belief affect their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> explore the idea that life is a journey and will relate this to their own lives. learn about the birth and naming ceremonies and the Sacred Thread ceremony. encounter some of the ways in which Hindus observe their faith through worship in the home, in the mandir, in the celebration of festivals, through pilgrimage and in their respect for all forms of life. encounter aspects of the life of MK Gandhi. 	<ul style="list-style-type: none"> What is puja? What do Divali, Holi and Raksha Bandhan celebrate? What is the Mandir? Why are most Hindus vegetarian? What are the Samskaras? What do Hindus believe about life? Who was MK Gandhi? What is of value in your life? Why is pilgrimage important to a Hindu? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> Describe and reflect on ceremonies and traditions which mark special occasions in life. Describe Hindu worship and reflect on why this is important Describe some Hindu festivals and reflect on why they are celebrated <i>Compare some Hindu beliefs and values with their own</i> <i>Describe their own life values; identify influences on their attitudes</i> <i>Reflect on the life of MK Gandhi and consider why people suffer for their beliefs.</i> <i>Suggest reasons why pilgrimage is important for some people.</i> 	

The Programme of Study for Key Stage Three

Knowledge, skills and understanding

The two attainment targets of *learning about religion* and *learning from religion* are equally important. Teachers should ensure that in planning for religious education there is equal balance between learning about religion and learning from religion.

1. *Learning about religion*

Students should be taught to:

- a. investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- b. analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- c. investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- d. analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- e. discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- f. apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising the power and limitations of language in expressing religious ideas and beliefs
- g. interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- h. interpret a variety of forms of religious and spiritual expression.

2. *Learning from religion*

Students should be taught to:

- a. reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments
- b. evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
- c. express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- d. reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- e. express their own beliefs and ideas, using a variety of forms of expression

Breadth of study

1. Religions to be studied At Key Stage 3

Christianity, Judaism and Islam

Buddhism, or Sikhism or Hinduism or a religious community with a significant local presence*

World views, where appropriate*

(*The school may, if appropriate, design up to three units of work of no more than ½ term per unit, to include aspects of another world faith/world view/philosophy represented by pupils in the school or the locality. Schools may contact the Diocese for advice and support.)

2. Themes to be addressed at Key Stage 3:

During this key stage pupils should engage with the following themes which have been integrated into the programme of study:

- a. beliefs and concepts: 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
- b. authority: different sources of authority and how they inform believers' lives
- c. religion and science; issues of truth, explanation, meaning and purpose
- d. expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms
- e. ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil
- f. rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship
- g. global issues: what religions and beliefs say about health, wealth, war, animal rights and the environment
- h. interfaith dialogue: a study of relationships, conflicts and collaboration within and between religions and beliefs.

3. Experiences and Opportunities to be provided at Key Stage 3:

When devising your scheme of work for this key stage, the following opportunities and experiences should be provided for students:

1. encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
2. visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion
3. discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
4. 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
5. 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
6. exploring the connections between religious education and other subject areas such as the arts, humanities, literature, science.

Assessment

This is an integral part of this syllabus, and must be included in teachers' planning and practice. The attainment targets and levels on pages 15-17 should be used to inform planning and guide teachers in their efforts to raise standards.

Schemes of work

These must be planned from the programmes of study. Schools may use the suggestions made in the guidance section to this syllabus and the suggestions made in the QCA schemes of work as long as the requirement of this syllabus are being met. Please note that it is not appropriate to use the QCA schemes in place of the Diocesan syllabus.

Teaching time

Based upon the Dearing Curriculum Review (1996) the programmes of study are designed to be delivered in a **minimum of 5%** of curriculum time or **45 hours per year at Key Stage 3**.

RE is part of the required curriculum and in a Church school is regarded as part of the core curriculum for all pupils. The curriculum time for religious education is distinct from time spent on collective worship or school assembly.

It is expected that units of work will be a half term of teaching time, although some units may require more or less time. It may be appropriate for some RE time to be blocked (half day, or day blocks of time) so that more effective teaching and learning within some units can take place.

Key Stage 3----- Programme of Study----- Year 7 → Year 9

Key Concept – Belief Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Christians believe about God?</p> <p>Students will</p> <ul style="list-style-type: none"> ▪ investigate the concept of God as 'Trinity' ▪ explore some ways in which beliefs about God have been expressed symbolically, and in art, music, poetry, story and drama ▪ consider the ideas of 'the spirit of God at work in the world' and the contexts in which this may be true ▪ encounter stories of Christians whose spiritual experiences give credence to belief in God. They will examine and reflect on the beliefs in God as Creator. 	<ul style="list-style-type: none"> ▪ Why do Christians believe in 'The Trinity'? ▪ How have artists expressed belief in God? ▪ What evidence is there for the existence of God? ▪ What evidence is there for God working in the world today? ▪ What is the scientific and religious argument about creation and evolution? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Compare beliefs about God expressed in the Bible to contemporary belief and experience ▪ Explain aspects of religious symbol and art. ▪ Compare and contrast Christian/scientific views of creation and evolution. ▪ <i>Explain their own views on the evidence and nature of God, referring to beliefs of others.</i> ▪ <i>Evaluate reasons why experiences give rise to a belief in God, or the need to believe in God.</i> ▪ <i>Express their own views on the idea of 'the spirit of God at work in the world' and the contexts in which this may be true.</i> ▪ <i>Analyse the extent to which personal views have been influenced by their studies.</i> 	
<p>Why is Jesus important to Christians?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the concept of 'God Incarnate' ▪ encounter stories that point to both the divinity and the humanity of Jesus ▪ examine Scriptural, Gospel and other literature which refers to the life and teaching of Jesus in order to consider the justification for Jesus being called 'Saviour' or 'Messiah' ▪ examine aspects of Jesus' life and teaching in order to develop their understanding of 'Good News' and 'Kingdom of God'. 	<ul style="list-style-type: none"> ▪ Why are 'incarnation', 'resurrection', 'redemption' and 'salvation' key beliefs? ▪ What evidence supports the view that Jesus was both human and divine? ▪ What documented evidence supports the view that Jesus was the Messiah? ▪ Why was the message of Jesus seen as 'good news'? ▪ What is the historical understanding of 'Kingdom of God' and how does this relate to contemporary life? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Analyse Gospel narratives to determine both the humanity and divinity of Jesus ▪ Explain key Christian beliefs ▪ Analyse and evaluate documental evidence relating to claims that Jesus was the Messiah ▪ <i>Consider their own and others opinions as to whether there are reasons to justify belief in miracles today</i> ▪ <i>Reflect on how their own thoughts/beliefs may have been challenged or influenced by studies of Jesus</i> ▪ <i>Give an informed account of the significance of the 'Kingdom of God' for society today</i> 	

Key Concept – Belief Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What is the Bible?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ develop their understanding of the Bible as a literary text ▪ discover some of the ways in which the Bible has relevance and meaning for Christians 	<ul style="list-style-type: none"> ▪ How and why do Christians use the Bible? ▪ What examples of literary genres are used in the Bible? ▪ Why did the Bible writers use allegory, imagery and metaphor? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain how and why the Bible is used by Christians today ▪ Use correct terminology to describe Biblical text ▪ Explain and give some examples of how religious beliefs and ideas are expressed in different ways in the Bible ▪ <i>Evaluate the sources of influence and guidance in their lives today and compare these with teachings to be found in the Bible.</i> 	

Key Concept – Practice Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What is the Church?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the concept of the Church as 'the body of Christ' ▪ examine some of the variations within the world-wide Christian Church, including worship ▪ develop awareness of important Christian places locally and nationally and explore their significance 	<ul style="list-style-type: none"> ▪ What is meant by 'the body of Christ'? ▪ How has the Church spread and developed throughout history, including the locality of the North East? ▪ What are the similarities and differences between the Christian denominations studied? ▪ How has culture influenced expressions of belief and worship practices? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the difference between Church as a building and a 'body' of believers ▪ Explain the growth and/or decline of Christianity throughout history and give reasons for this ▪ Explain why being a member of a church is so important for some Christians ▪ Give informed accounts on the ways in which the Church is at work in the world today ▪ Compare and contrast some of the features of Christianity as a multi cultural world faith ▪ <i>Reflect on their own views and attitudes towards people who have different cultural backgrounds or beliefs</i> ▪ <i>Analyse the importance of 'belonging' to human beings and to themselves, relating this to being a member of the Church</i> 	

Key Concept – Practice Christianity	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Christians' belief have an effect on their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ○ explore the ways in which Christians relate to God. ○ become familiar with the lives and experiences of key local figures throughout history and the present day ○ investigate some key beliefs which influence Christian lifestyle, values, attitudes and behaviour 	<ul style="list-style-type: none"> ○ How do Christians relate to God and why is this important for them? ○ Which key figures throughout history have contributed to the development of Christianity? ○ Which contemporary figures play a leading role in the expression of Christianity globally, nationally and in the North East? ○ How do the actions and lifestyles of some Christians and Christian organisations reflect their beliefs? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain how Christian belief is exemplified in some Christians ▪ Analyse and evaluate the historical and contemporary contributions of some Christians to world issues. ▪ <i>Reflect on the relevance of worship and prayer in their own lives and compare this with the importance of prayer in another religion they have studied</i> ▪ <i>Express some Christian values and consider why some people or societies may have conflicting values</i> ▪ <i>Evaluate their own set of values and determine the reliability of their origin</i> 	

Key Concept – Belief Islam	Key Questions	Expectations <i>(ATZ in italics)</i>	Links to SOW
<p>What do Muslims believe about Allah?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the belief that Allah has no partners ▪ examine selected Qur’anic texts and understand what they say about Allah 	<ul style="list-style-type: none"> ▪ Why is ‘shirk’ significant to Muslims? ▪ What does the Qur’an say about Allah? ▪ What is the Shahadah? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the belief in Allah as the only God and the meaning of ‘shirk’ for Muslims ▪ Express some beliefs about Allah, found in the Qur’an ▪ <i>Relate teachings about Allah to teachings about God found in other religions studied and their own beliefs</i> ▪ <i>Evaluate attitudes and behaviour towards contemporary idols, including their own</i> 	
<p>What are the sources of authority in Islam and why are they important to Muslims?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ encounter Islamic sacred texts and explore the use of metaphorical language ▪ determine why the Qur’an is revered and how it is used by Muslims ▪ explore some teachings of Islam related to sacred texts. 	<ul style="list-style-type: none"> ▪ How was the Qur’an revealed? ▪ Why is the Qur’an revered by Muslims and how is it used? ▪ What is the significance of Hadith, Sunnah and Sirah? ▪ What teachings can be found in Muslim sacred texts? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Express their understanding of the significance of the Qur’an to Muslims. ▪ Explain how the Qur’an was recorded, organised and preserved ▪ Relate the teachings in the Qur’an to Muslim attitudes and lifestyles. ▪ <i>Evaluate the guidance for living they have received, and relate this to teachings found in Islam</i> 	
<p>Why is the Prophet Muhammad(pbuh) an important figure in Islam?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ examine the life of Muhammad in its historical context and determine his significance in Islam ▪ identify ways in which his life exemplified Islamic teaching 	<ul style="list-style-type: none"> ▪ Who were the messengers of Allah? ▪ Why is Muhammad a significant figure in Islam? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Describe the life of Muhammad in its historical context ▪ Express their understanding of the ways in which Muhammad’s life exemplified Islamic teachings ▪ <i>Evaluate the times and events in the life of Muhammad and compare them with their own views about relationships and society</i> ▪ <i>Suggest and evaluate some of the role models in contemporary society</i> 	

Key Concept – Practice Islam	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Muslim belief have an effect on their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ talk to Muslims about their beliefs and values including beliefs about the Day of Judgement, Ummah, Akhirah and Qadar, and relate these to other religions studied ▪ develop their knowledge and understanding of the Pillars of Islam ▪ explore the importance of Muslim family life ▪ consider the difficulties faced by young Muslims living in the UK, and in their particular locality 	<ul style="list-style-type: none"> ▪ How important is family life? ▪ What significant festivals do Muslims celebrate and why? ▪ What Islamic rules might possibly make everyday life in the UK difficult for some Muslims? ▪ What do Muslims believe about the Day of Judgement, Ummah, Akhirah and Qadar and how do these beliefs compare with others studied? ▪ What is Salah, Sawm, Zakah and Hajj? ▪ What problems face young Muslims growing up in Britain today? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Describe the pillars of Islam and explain how the life of a devout Muslim is governed by them. ▪ Explain the possible difficulties faced by Muslim parents and children in the UK ▪ Explain the growth and influence of Islam in the world, including western communities. ▪ Describe the significance of some Muslim festivals and celebrations ▪ Use technical language correctly. ▪ <i>Analyse the beliefs about life after death and the day of Judgment, and compare them with other religions studied and their own views</i> ▪ <i>Express the problems and possibilities of being a teenager in the UK from their own and a Muslim perspective.</i> ▪ <i>Analyse the significance of prayer, fasting, giving to charity and pilgrimage in their own lives</i> 	

Key Concept – Belief Hinduism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Hindus believe about God?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the reasons why God is worshipped in diverse forms ▪ develop understanding of the symbolism and attributes associated with the gods ▪ explore and develop their understanding of key concepts in Hinduism 	<ul style="list-style-type: none"> ▪ What is the Hindu understanding of the nature of God? ▪ What beliefs and values are expressed through the Hindu gods? ▪ What is the significance of the key concepts in Hinduism such as: atman, seva, karma, dharma, samsara, moksha? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the symbolism associated with Hindu gods ▪ Explain the Hindu understanding of the nature of God ▪ <i>Express their understanding of some key Hindu concepts and relate them to their own beliefs and values</i> ▪ <i>Explain their own perception of God.</i> 	
<p>Why are the Hindu scriptures important</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the nature of sacred text ▪ investigate the different ways in which Hindu scriptures are used for personal and corporate devotion 	<ul style="list-style-type: none"> ▪ What are the Bhagavad Gita, the Mahabharata and the Vedas? ▪ What teaching of Krishna can be found in yoga? ▪ What accounts of creation can be found in the scriptures 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Compare and contrast Hindu creation stories, creation stories in other religions studied and the scientific view of creation and evolution. ▪ Suggest why yoga and meditation have become popular in the west ▪ <i>Relate their own questions of meaning to teachings within the Bhagavad Gita</i> 	

Key Concept – Practice Hinduism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Hindu belief have an effect on their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ visit a mandir (real, virtual or video) and develop their understanding of Hindu community ▪ determine the importance of worship in its various forms ▪ encounter and develop their understanding of some Hindu festivals ▪ discover what influences the everyday life of a Hindu ▪ examine how the Hindus mark important stages of life 	<ul style="list-style-type: none"> ▪ Why are symbols of light and fire important to Hindus? ▪ In what ways does a Hindu perform acts of worship? ▪ Why are festivals significant to Hindus? ▪ What are the gunas? ▪ What happens in the mandir? ▪ How do Hindus worship at home? ▪ What important stages of life are marked as special occasions by Hindus 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Comment on the importance of worship in the Hindu community ▪ Describe the significance of the mandir in the life of the Hindu community ▪ Explain the significance of some festivals, relating the ways they are celebrated ▪ Explain how Hindus mark important stages in life. ▪ <i>Suggest why celebrations and rituals within their own lives are important</i> ▪ <i>evaluate the significance of worship activities within their own lives, comparing this with a devout Hindu</i> ▪ <i>analyse and discuss the importance of western and Hindu funeral practices</i> 	

Key Concept – Belief Judaism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Jews believe about God?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore Jewish beliefs about God expressed in the Shema and in the scriptures ▪ develop their understanding of why Jews do not call God by name and what they mean by 'struggling' with God 	<ul style="list-style-type: none"> ▪ What is the Shema? ▪ What do the Jewish scriptures say about the nature of God? ▪ What is 'Shekhina'? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the significance of the Shema and how it is used ▪ Explain why the Jewish people do not call God by name and what the term 'struggling' with God means ▪ Relate some stories which exemplify the characteristics of God ▪ <i>Compare the beliefs identified in the Shema with those expressed in other faiths studied and with their own beliefs</i> ▪ <i>Express their understanding of 'Shekhina' with reference to life today</i> ▪ <i>Evaluate contemporary music, film or stories which express ideas which are important to them</i> 	
<p>What is the Torah and the Tenakh and why are they important to Jews?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ engage with Jewish text to develop their understanding of its importance and significance for Jews ▪ discover how Jewish texts are used and in what context ▪ explore the lives of key figures in Jewish history and understand the role they played in the development of Judaism ▪ encounter the Noachide laws and the Halakhah, exploring the influence they have on everyday Jewish life. 	<ul style="list-style-type: none"> ▪ What is the Torah and the Tenakh and why are they important to Jewish people? ▪ How is the Torah used? ▪ Which key figures from Jewish history are especially remembered and why? ▪ What are the Noachide laws and the Halakhah? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the role of key figures in Jewish history ▪ Explain how attitudes towards sacred texts vary within Judaism ▪ Explain the significance of the Torah and the Tenakh ▪ <i>Evaluate the significance of the Ten Commandments and their influence on contemporary society</i> ▪ <i>Consider the relevance of Noachide laws for everyone</i> 	

Key Concept – Belief Judaism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Jewish belief have an effect on their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ encounter some Jewish festivals and special occasions in order to develop their understanding ▪ explore the importance of Jewish family and community life and the ways in which this is reinforced ▪ explore the Orthodox and Progressive traditions within Judaism ▪ examine the importance of the history of Jewish people, including the Shoah, and how this affects their lives today 	<ul style="list-style-type: none"> ▪ What is Rosh Hashanah, Yom Kippur, Pesach and Purim? ▪ Why and how do the Jewish people celebrate these festivals? ▪ Why is the state of Israel important to Jewish people and what symbolism is associated with it? ▪ What are the similarities and differences between Orthodox and Progressive Judaism? ▪ What is the role of the synagogue in the life of the Jewish community? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Describe the main features of some festivals and explain their significance ▪ Explain what it means for the Jewish people to 'belong' and why the state of Israel is important to them. ▪ Compare and contrast the Orthodox and Progressive traditions within Judaism ▪ Explain how the importance of Jewish family life is reinforced through the Shabbat and Seder meals. ▪ Describe the role of the synagogue in the Jewish community ▪ Express their understanding of the affect of the Shoah on the Jewish people ▪ <i>Evaluate the importance of their own family life and compare with Jewish family life</i> ▪ <i>Consider special occasions and places in their own lives which may evoke a sense of the spiritual.</i> ▪ <i>Reflect on the importance of maintaining cultural traditions</i> ▪ <i>Evaluate Jewish teaching on forgiveness, relating this to the Jewish experience of the Shoah, and on a personal level</i> ▪ <i>Evaluate to what extent the lessons of religious history have significance for the present</i> 	

Key Concept – Belief Sikhism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Sikhs believe?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the Sikh perception of God ▪ develop their knowledge and understanding of the the Mool Mantar ▪ compare and contrast beliefs about God with other religions studied. 	<ul style="list-style-type: none"> ▪ What do the Sikhs believe about God? ▪ What is the Mool Mantar? ▪ How do Sikh beliefs compare with those held by other faiths? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain a Sikh’s view of God ▪ Describe Sikh beliefs about God which are common and different to that of other religions studied. ▪ <i>Consider how their own perceptions of God compare with that of a Sikh</i> 	
<p>What is the Guru Granth Sahib and why is it important to Sikhs?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the significance of the Guru Granth Sahib and how it is revered ▪ explore selected passages from the Guru Granth Sahib ▪ encounter stories about the lives of the Gurus and examine their teachings 	<ul style="list-style-type: none"> ▪ What can be learnt from the Guru Granth Sahib and why is it treated with respect? ▪ What can be learnt about the Ten Gurus from Sikh stories? ▪ How have the teachings of the Gurus influenced Sikh life and behaviour? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the significance of the Guru Granth Sahib with reference to some passages they have read ▪ Evaluate the contribution made by the Gurus to the development of Sikhism ▪ <i>Evaluate the influences which affect their thinking and behaviour and determine how they decide which to follow and which to ignore</i> ▪ <i>Express the reasons why they admire a particular person and comment on the values this person has taught them</i> ▪ <i>Evaluate what makes a good teacher</i> 	

Key Concept – Practice Sikhism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Sikh belief have an effect on their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ visit a Gurdwara ▪ hear a Sikh talking about their faith and how it influences and affects their life ▪ explore Sikh practices, including worship and the wearing of the 5ks ▪ explore family and community life of Sikhs including traditions and practices associated with certain points or events in a Sikh's life, celebrations and festivals. ▪ determine Sikh values and attitudes. 	<ul style="list-style-type: none"> ▪ What happens at the Gurdwara? ▪ How do Sikhs worship? ▪ What is the significance of the 5K's? ▪ How do Sikh's mark special occasions or events in a person's life? ▪ What is the significance of Sikh festivals and how are they celebrated? ▪ Why is family and community life important to Sikhs? ▪ What is Rahit and Kurahit? ▪ What is Haumai? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain the role and importance of the Gurdwara ▪ Relate Sikh practices and their lifestyle to historical and cultural links ▪ Reflect on Sikh values, attitudes and traditions and how these influence and affect how Sikhs lives their lives ▪ Express their understanding of the importance of family life and community for Sikhs ▪ <i>Reflect on the importance of faith and worship in people's lives and the part it plays in their own lives</i> ▪ <i>Consider the way in which special times are marked in their own lives and why this may be important to them</i> ▪ <i>Talk to a Sikh teenager about their life and compare this to their own</i> ▪ <i>Evaluate their own attitudes and behaviour toward others who are different in some way</i> ▪ <i>Consider and reflect on the concept of Haumai, suggesting the affect this may have on their own lives and the lives of others</i> 	

Key Concept – Belief Buddhism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>What do Buddhists believe? What are their values?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the life of Gautama Buddha with reference to his solution to suffering ▪ encounter teachings of the Buddha through stories he told and stories told about him ▪ develop their understanding of the significance of symbols within Buddhism 	<ul style="list-style-type: none"> ▪ Why did Gautama Buddha make lifestyle changes? ▪ What is meant by 'enlightenment'? ▪ What do we learn from Gautama Buddha about how to live? ▪ What are the Four Noble Truths and the Eightfold Path? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Relate the life of Gautama Buddha and explain what is meant by 'enlightenment' ▪ Explain some Buddhist teachings with reference to the stories told by and about the Buddha ▪ Explain the significance of some Buddhist symbols ▪ <i>Consider what 'enlightenment' might mean for them personally</i> ▪ <i>Evaluate the relevance of Buddhist teachings to their own lives</i> 	
<p>What are the Buddhist scriptures?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ explore the nature and significance of Buddhist scripture ▪ read selected passages from the Dharmapada and discuss what can be learned from this 	<ul style="list-style-type: none"> ▪ What is the tripitaka and why is it significant to Buddhists? ▪ What other scriptures are important to Buddhists? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Describe and explain the significance of some Buddhist scriptures ▪ Explain some of the teachings in the Buddhist scriptures they have read. ▪ <i>Consider examples of cause and effect in their own lives, and what might be learnt from this</i> 	

Key Concept – Practice Buddhism	Key Questions	Expectations <i>(AT2 in italics)</i>	Links to SOW
<p>How does Buddhist belief have an effect on their lives?</p> <p>Pupils will</p> <ul style="list-style-type: none"> ▪ consider the life of lay and ordained Buddhists ▪ explore the development of Buddhism and consider its appeal and popularity and conflict in some situations ▪ determine why the practice of meditation is important for Buddhists ▪ consider the significance of Buddhist festivals and celebrations ▪ talk to a Buddhist about their life and the importance of The Three Treasures 	<ul style="list-style-type: none"> ▪ What life changes are experienced by Buddhists who are ordained? ▪ What is Dharma? ▪ What is the significance of The Three Treasures? ▪ Why do Buddhists meditate? ▪ What is the significance of Buddhist festivals and events? ▪ How has Buddhism spread and what conflicts does it face? 	<p>Pupils will be able to</p> <ul style="list-style-type: none"> ▪ Explain how lay and ordained Buddhists live their lives ▪ Express understanding of the importance of The Three Treasures ▪ Compare the Buddhist meditative life style with that of worship in religions they have studied ▪ Evaluate the influence and spread of Buddhism in the world. ▪ <i>Consider any changes they would like to make to their own lifestyle</i> ▪ <i>Comment on their experiences of 'good examples' in people they have met</i> ▪ <i>Evaluate the possible advantages of silence and meditation</i> 	

The Programme of Study for Ages 14 - 19

Schools should provide religious education to every student in accordance with legal requirements.

Religious education is a statutory subject for all registered students, including g students in the school sixth form, except those withdrawn by their parents. It must be made available in sixth-form colleges to students who wish to take it.

In the Diocese of Newcastle the requirements for religious education are that students at Key Stage 4 and post 16, should follow a nationally accredited course, such as GCSE Religious Studies Short courses, or Full Courses, or Certificate of Achievement Courses.

Whilst there is no legal requirement that students must sit public examinations, students deserve the opportunity to have their learning in the statutory curriculum subject of religious education accredited. Accreditation can be through courses leading to qualifications with the title 'Religious Studies' and / or other approved courses that require the study of religion and ethics.

Schools should therefore provide:

- continuity of provision of religious education from Key Stage 3 for all students, that is progressive and rigorous
- for all students aged 14 – 16, at least one course in religious education or religious studies leading to a qualification approved under Section 96
- for all students aged 16 – 19, at least one course in religious education or religious studies leading to a qualification approved under Section 96 that represents progression from 14 – 16.

The attainment targets:

The two attainment targets of *learning about religion* and *learning from religion* are equally important. Teachers should ensure that in planning for religious education there is equal balance between learning about religion and learning from religion.

Learning about religion

Students should be taught to:

- a. investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
- b. think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
- c. develop their understanding of the principal methods by which religions and spirituality are studied
- d. draw upon, interpret and value the rich and varied forms of creative expression in religious life
- e. use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion

Students should be taught to:

- a. reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
- b. develop their own values and attitudes in order to recognise their rights and responsibilities in light of their learning about religion
- c. relate their learning in religious education to the wider world, gaining a sense of personal autonomy in preparation for adult life
- d. develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, communication in a variety of media and living in a diverse, plural society.

Key concepts, skills and attitudes

These should be taken into consideration when planning a scheme of work. (see pages 9-11)

Religions to be studied at ages 14 - 19

Christianity must be studied along with at least one other principal religion, and / or other beliefs, world views or philosophies, within the context of a pluralistic society.

Schemes of work

These must be planned from the syllabus requirements of the chosen accredited course/s.

Teaching time

Based upon the Dearing Curriculum Review (1996) the Newcastle Diocesan syllabus for religious education requires a **minimum of 5%** of curriculum time. This means **40 hours per year at Key Stage 4**

A **minimum of 5%** of curriculum time is also **recommended for post 16** religious education. Students may have different experiences of religious education according to the chosen courses, which may include, for example, short courses in the form of Day Conferences.

RE is part of the required curriculum and in a Church school is regarded as part of the core curriculum for all students. The **curriculum time for religious education is distinct from time spent on collective worship or school assembly.**

Devising a Scheme of Work

The purpose of devising a scheme of work is to organise the syllabus into coherent units, which ensure that the requirements of the syllabus are met in terms of the:

- programmes of study
- attainment targets to be met
- religions specified to be taught
- themes to be addressed
- opportunities and experiences to be provided

A scheme of work should:

- offer a clear view of what is to be taught and when
- take account of previous learning
- address issues of continuity and progression
- develop in a logical, sequential way, pupils' learning about religion and pupils' learning from religion.

Primary schools also have to take account of:

- the structure of the school-
 - single age classes
 - mixed age classes
 - a mixture of both
- the structure of the curriculum
 - RE as a separate subject
 - RE taught in blocks of time at different points in the school year
 - RE taught within a 'spiral curriculum' – the same RE unit being taught across all classes but pitched at different ages and abilities.
 - RE within whole school topics which bring together a number of subject areas
 - RE taught 'thematically' or by 'religion'

RE curriculum overviews

To assist schools in their planning of schemes of work using the Diocesan syllabus, the curriculum overviews for key stages 1 and 2 suggest where sections of the syllabus might be taught. These overviews do not constitute a scheme of work.

Please note: the overviews do not take account of a religious community or a world view with a significant local presence. Schools will need to bear this in mind when creating their own overviews and schemes of work.

Schools are not obliged to adopt these overviews and are at liberty to develop their own, using the Newcastle Diocesan Syllabus.

Key Stage One Overview

	Reception	Year One	Year Two
Term 1	<p>Who am I? Who are my family and friends and why are they special?</p> <p>Who is God?</p> <p>Why do Christians thank God for the Harvest?</p> <p>-----</p> <p>Beliefs about God</p> <p>What is Christmas? <i>(no more than 3 lessons)</i></p>	<p>Where can we find out what Christians believe about God? (Bible)</p> <p>Why should we care about the world? (creation and harvest)</p> <p>-----</p> <p>What do Christians believe about God? (Creator, Father and Saviour)</p> <p>What is Christmas? <i>(no more than 3 lessons)</i></p>	<p>How do Jewish people know about God? (Torah)</p> <p>Do Jewish people have special times when they celebrate? (festivals: Succot, Hannukah)</p> <p>-----</p> <p>What do Jewish people believe about God? (Creator; Exodus story)</p> <p>What is Christmas? <i>(no more than 3 lessons)</i></p>
Term 2	<p>Why is Jesus special?</p> <p>Who became Jesus' friends and followers?</p> <p>-----</p> <p>What stories did Jesus tell?</p> <p>What is Easter? <i>(no more than 3 lessons)</i></p>	<p>Why is Sunday a special day for Christians?</p> <p>Why are some churches different?</p> <p>-----</p> <p>Where can we find out what Christians believe about Jesus? (Bible)</p> <p>How did Jesus help people? How do Christians think Jesus helps people today?</p> <p>What is Easter? <i>(no more than 3 lessons)</i></p>	<p>How do Christians learn about their faith and rules for living? (Bible: Teachings of Jesus - parables; two commandments)</p> <p>-----</p> <p>Stories about some famous Christians</p> <p>What is Easter? <i>(no more than 3 lessons)</i></p>
Term 3	<p>What does it mean to 'belong'?</p> <p>What does it mean to belong in Christianity? (Baptism)</p> <p>-----</p> <p>Why is the Church a special place for Christians?</p>	<p>Why is the Bible a special book?</p> <p>What kind of stories can be found in the Bible?</p> <p>What can we learn from the Bible?</p> <p>-----</p> <p>What is the Torah? Why is it special to Jewish people? (well known stories)</p>	<p>Do the Jewish people have special places?</p> <p>-----</p> <p>Do Jews have special times in the week? (Shabbat / Prayer / home life)</p>

Please note this overview does not take account of a religious community or a world view with a significant local presence. Schools will need to bear this in mind when creating their own schemes of work.

UNIT TITLES FOR KEY STAGE ONE

(based on 36 x 1 hour lessons per week in each year)

The unit titles and estimated number of lessons are suggested to assist teachers in their planning of schemes of work. Teachers may find the QCA schemes of work helpful for some units. There is no compulsion on teachers to comply with the suggestions and the amount of time allocated to units will vary given the constraints or opportunities found in individual situations. However, the Diocese have designed this syllabus to be delivered in the minimum of 36 hours in each year at Key Stage One.

Please note that this does not take account of a religious community or a secular world view with a significant local presence. Schools will need to bear this in mind when creating their own schemes of work.

UNIT NO	UNIT TITLE	ESTIMATED NUMBER OF LESSONS
1.1	Who am I?	2
1.2	Who is God?	7
1.3	Who was Jesus?	6
1.4	What stories did Jesus tell?	3
1.5	What does it mean to belong in Christianity?	6
1.6	Why is the Church a special place for Christians?	6
1.7	What does the Bible tell us about God?	4
1.8	What do Christians believe about God	5
1.9	Why is Sunday a special day?	3
1.10	Why are some churches different?	3
1.11	What do Christians believe about Jesus	3
1.12	What is the Bible?	6
1.13	What is the Torah?	6
1.14	What do Jewish people believe about God?	4
1.15	What do Jewish people celebrate?	5
1.16	How do Christians learn about their faith?	6
1.17	How do Christians live their lives? (stories of famous Christians)	3
1.18	What is a Synagogue?	6
1.19	Do Jewish people have special times in the week?	6
1.20	What is Christmas – a progressive unit for Key Stage One	9
1.21	What is Easter – a progressive unit for Key Stage One	9

Key Stage Two Overview Years 3 – 4

	Year Three	Year Four
Term 1	<p>God – creation - Stewardship of the world</p> <p>God – relationship with humanity – covenant</p> <p>God’s influence on peoples lives – Individuals and charities</p> <p>What is Christmas? <i>(no more than 3 lessons)</i></p>	<p>The Pillars of Islam - how Muslims live their lives</p> <p>What is Christmas? <i>(no more than 3 lessons)</i></p>
Term 2	<p>The Importance of the Bible Stories from the OT - their messages and meanings</p> <p>The Importance of Jesus – his teachings</p> <p>What is Easter? <i>(no more than 3 lessons)</i></p>	<p>Belonging to a Church Aspects of Worship</p> <p>The importance of Jesus - miracles</p> <p>What is Easter? <i>(no more than 3 lessons)</i></p>
Term 3	<p>Islam</p> <p>Belief in Allah</p> <p>Life of Muhammed</p> <p>Qur’an</p>	<p>Christian Pilgrimage</p> <p>Festival of Pentecost</p> <p>The Spirit at work in the world today</p>

Please note this overview does not take account of a religious community or a world view with a significant local presence. Schools will need to bear this in mind when creating their own schemes of work.

Key Stage Two Overview Years 5 – 6

	Year Five	Year Six
Term 1	<p>Hindu deities and stories of creation</p> <p>The Trinity</p> <p>What is Christmas? 3</p>	<p>Hinduism – living the faith Beliefs Puja, mandir Pilgrimage Festivals – Holi, Raksha Bandhan, Divali</p> <p>What is Christmas? 3</p>
Term 2	<p>World wide Church</p> <p>What is Easter? 3</p>	<p>M Gandhi – concept of suffering for beliefs Christian example</p> <p>The Messiahship of Jesus - causes of conflict</p> <p>What is Easter? 3</p>
Term 3	<p>Bible</p> <p>Structure and content</p>	<p>Teachings about how to live your life</p> <p>What is the meaning of faith – review of religions studied – similarities and differences.</p>

Please note this overview does not take account of a religious community or a world view with a significant local presence. Schools will need to bear this in mind when creating their own schemes of work.

UNIT TITLES FOR KEY STAGE TWO

(based on 45 x 1 hour lessons per week in each year)

The unit titles and estimated number of lessons are suggested to assist teachers in their planning of schemes of work. The syllabus working party have developed some of these units into complete schemes of work. Teachers will also find the QCA schemes of work helpful for some units.

There is no compulsion on teachers to comply with the suggestions, and the amount of time allocated to units will vary given the constraints or opportunities found in individual situations. However, the Diocese have designed this syllabus to be delivered in the minimum of 45 hours in each year at Key Stage Two.

Please note that this does not take account of a religious community or a world view with a significant local presence. Schools will need to bear this in mind when creating their own schemes of work.

UNIT NO	UNIT TITLE	ESTIMATED NUMBER OF LESSONS
2.1	What is the relationship between God and humankind?	6
2.2	The influence of God on humanity (exemplary characters)	6
2.3	The importance of the Bible – stories from the OT	6
2.4	The importance of Jesus – his teachings	6
2.5	Islam – belief in Allah	3
2.6	The life of Muhammed	4
2.7	The Qur'an	2
2.8	Muslim family life	6
2.9	The Pillars of Islam	12
2.10	Belonging to a Church /Aspects of worship	7
2.11	The importance of Jesus - miracles	5
2.12	Christian Pilgrimage	6
2.13	What is Pentecost?	2
2.14	The Spirit at work in the world today	7
2.15	Hindu deities and stories of creation	6
2.16	Exploring the Trinity	6
2.17	The World wide Church	12
2.18	The Bible – its structure and content	15
2.19	Hinduism – living the faith: beliefs, Puja, mandir, pilgrimage	6
2.20	Hindu festivals	6
2.21	Who was Gandhi?	2
2.22	Concept of suffering – Christian examples	6
2.23	The importance of Jesus – his Messiahship	4
2.24	Living a Christian life	7
2.25	What is the meaning of faith?	8
2.26	What is Christmas – a progressive unit for Key Stage Two	12
2.27	What is Easter – a progressive unit for Key Stage Two	12

Inclusion and Religious Education

The statutory requirements and guidance on Inclusion, identify three principles that are essential to the development of an inclusive curriculum, including religious education. These principles are:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for all pupils

Inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment or background. It pays particular attention to the provision made for and the achievement of, different groups within a school. These groups include:

- Girls and boys
- Faith groups
- Minority ethnic groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as a foreign language
- Lower achieving pupils
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children such as sick children, young carers, those from families under stress, pregnant school girls, teenage mothers etc.
- Any pupils who are at risk of disaffection and exclusion.

(Evaluating Educational Inclusion Ofsted 2001)

Teachers should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

(NC 2000 Inclusion: Providing effective learning opportunities for all)

Developing an inclusive classroom environment

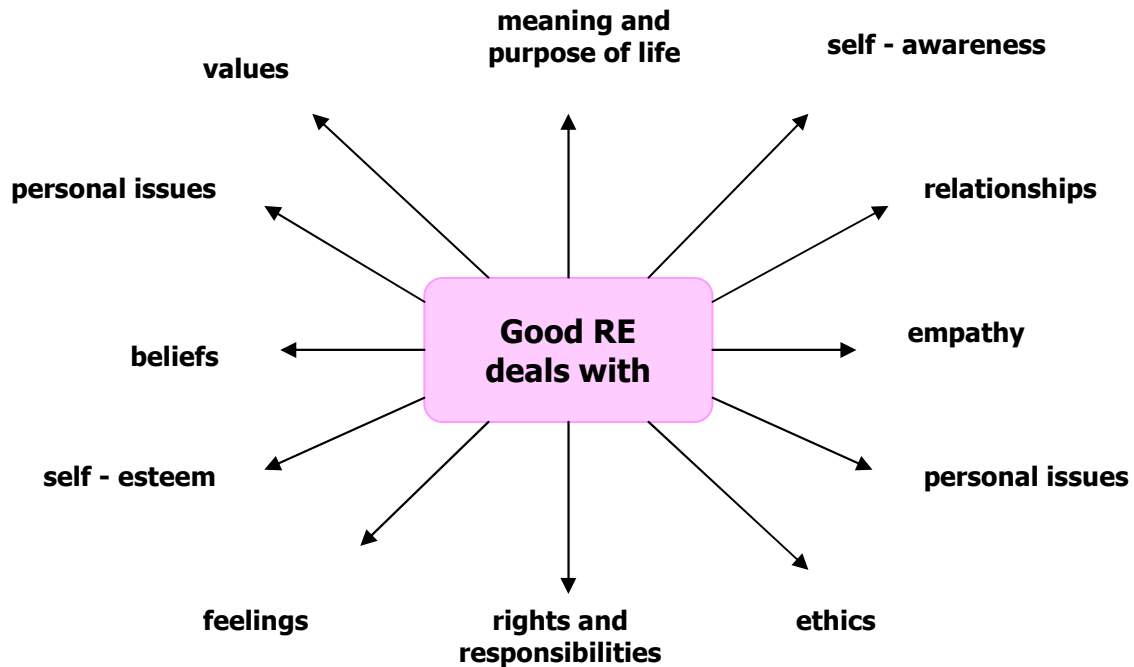
Pupils' needs may be readily identified, but it can sometimes be difficult to judge levels of need, self-esteem or 'intelligence', or preferred learning style. These become more apparent as the teacher gets to know the pupil and it is important that this knowledge and experience is forwarded to new teachers so that they can continue to **set suitable learning challenges, respond to pupils' diverse needs** and so **overcome potential barriers to learning**.

a. Setting suitable learning challenges

For some pupils whose attainment is significantly lower than the expected levels for a key stage, greater degrees of differentiation will be necessary and the same is true for pupils whose attainment exceeds the expected levels. It may be necessary to set work based on either lower or higher levels than is usual for the key stage. Flexibility will also be needed when teaching pupils who, for whatever reason have missed out on school (for example, refugees or through ill health) and some teaching and learning from earlier key stages may have to take place.

b. Responding to pupils' diverse needs

Every child is different and so has different needs. Good religious education benefits pupils with wide ranging needs because it views the child as a 'whole' person:



Teachers need to create a positive learning environment, taking account of their own attitudes and teaching styles as well as the learning opportunities they provide. This is necessary to ensure that pupils feel secure, valued and are well motivated. Setting appropriate, yet challenging targets for learning is the next step. This needs to be complimented with the teacher offering a range of approaches to learning, creating opportunities for all learners, and the use of appropriate assessment practices which helps the teacher and the pupil set further targets.

c. Overcoming potential barriers to learning and assessment for all pupils

For some pupils, their special educational needs, lack of understanding of the English language or other problems create barriers to their learning and assessment. Codes of practice (where they apply) should be followed and the advice of professionals sought so that where possible the teacher becomes familiar with appropriate teaching and learning techniques and resources to ensure that the barriers to learning and assessment for such pupils are removed or significantly reduced.

(Reference should be made to the National Curriculum 2000 Handbook)

Religious Education and Pupils' Personal Development: Spiritual, Moral, Social and Cultural development

Each of these four areas, spiritual, moral, social and cultural development, can be viewed and planned for separately but opportunities for provision will often be interconnected.

Many opportunities for spiritual, moral, social and cultural development will arise naturally and will be inherent in, for example, the ethos of the school. However schools should be able to monitor the quality of their provision and this cannot be done without careful planning and evaluation

There are many significant opportunities within religious education for personal development arising from its distinctive content, teaching and learning experiences, resources and interaction which are crucial in learning about and learning from religion.

In particular, religious education can make a major contribution to a pupil's spiritual development.

In Church schools, it is expected that the spiritual, moral, social and cultural development of pupils will be encouraged in a Christian context, primarily through experiencing the Christian faith in action within and throughout the whole school community.

Religious Education and Pupils' Personal Development: Spiritual, Moral, Social and Cultural development continued....

Aspects of pupils' personal development	RE provides opportunities for pupils to:
<p>Spiritual development is concerned with</p> <ul style="list-style-type: none"> ▪ search for individual identity ▪ the development of the inner self ▪ a developing awareness of the things in life which promote awe and wonder ▪ a search for and understanding of the meaning, purpose and values in life ▪ developing the ability to reflect on aspects of their own and other people's lives 	<ul style="list-style-type: none"> ▪ consider life's fundamental questions and how religious teaching can relate to them ▪ explore and respond to such questions with reference to the teaching and practices of religions, and from their own experience and viewpoint ▪ reflect on and express their own beliefs, values and principles in the light of what they are studying in RE
<p>Moral development is concerned with</p> <ul style="list-style-type: none"> ▪ developing an awareness and understanding of rules and expectations in school and in the wider community / society. ▪ acknowledging the difference between right and wrong ▪ promoting and demonstrating justice, fairness, honesty and respect for everyone ▪ making informed decisions about moral issues and dilemmas ▪ accepting that individuals are responsible for their own behaviour and actions 	<ul style="list-style-type: none"> ▪ explore the ways of life and application of codes of conduct of believers ▪ recognise and reflect on the difference between right and wrong, good and evil ▪ develop knowledge and understanding of why people behave in particular ways, why people adopt certain moral standpoints, and how moral decisions are made ▪ reflect on why they choose to behave in one way or another
<p>Social development is concerned with</p> <ul style="list-style-type: none"> ▪ promoting and encouraging positive relationships in every sphere of life ▪ promoting and encouraging individual and communal responsibility ▪ acknowledging one's own self worth and the worth of others 	<ul style="list-style-type: none"> ▪ work in various groupings ▪ develop understanding of the need to live harmoniously in a plural society ▪ reflect on social issues and religious responses ▪ recognise their own self worth and understanding and appreciating the worth of others
<ul style="list-style-type: none"> ▪ Cultural development is concerned with ▪ an awareness of different ways of life in other societies ▪ recognising and appreciating one's own cultural background / heritage ▪ an acceptance and an understanding of other cultures and religions ▪ valuing the richness and diversity across cultures ▪ appreciating aspects of life, such as the arts, which enrich the aesthetic nature / milieu/of life. 	<ul style="list-style-type: none"> ▪ discover and value the richness and diversity of cultural traditions ▪ experience 'culture' from around the world through sacred text, festivals, music and art ▪ challenge racism and xenophobia

The Use of Language and Religious Education

Religious education is a 'language saturated subject', which uses and develops skills of reading and writing, speaking and listening. It is good practice to apply, extend and reinforce language and literacy skills across the curriculum, and pupils will gain more from their work in RE if such skills are improved.

However, whilst it is good to take account of the overlap between religious education and language and literacy, RE must be planned and delivered according to RE objectives outlined in the syllabus.

Religious education contributes to the development of language and literacy by encountering:

- specialist vocabulary
- sacred and secular texts
- different texts such as story, parables, myth, biography, poetry
- factual and fictional texts

Religious education contributes to the development of language and literacy by encouraging pupil response, through:

- listening to the viewpoints of others
- articulating and communicating their own ideas and the ideas of others
- using synthesis, argument, comparison and personal reflection in written and oral communication
- understanding and reflecting on the written and spoken words they encounter
- discussion
- writing in different styles, such as prose, poetry, diaries

The Use of ICT and Religious Education

Pupils should be given the opportunity (as in other subject areas) to develop and apply their ICT capability in religious education. They should be given opportunities to support their work by being taught to

- find things out from a variety of sources
- develop their ideas using ICT tools
- exchange and share information
- review, modify and evaluate their work

Using ICT appropriately in RE offers great potential to support teaching and learning. However, as with other tools, strategies or approaches, working with computers should fulfil one or more of the following:

- supporting the achievement of RE learning objectives
- improving the quality and enjoyment of teaching and learning
- adding value to the learning process
- making planning and teaching more effective
- contributing to pupils' understanding of ICT

In religious education, pupils can enhance their ICT skills by:

- using the internet or CD-ROM sources to investigate, analyse and evaluate different aspects of religious beliefs and practices, ultimate questions and ethical issues
- use email or videoconferencing to communicate and collaborate with individuals in different locations, enabling associations to be made between religions individual, national and international life
- use multimedia and presentation software to communicate a personal response, the essence of an argument or a stimulus for discussion
- use writing-support and concept-mapping software to organise thoughts and communicate knowledge and understanding of the diversity of belief and practice within and between religious traditions
- use equipment such as digital cameras and digital video to bring authentic images into the classroom to support discussion and reflection, and to enhance understanding of the impact of religious beliefs and practices on the lives of local individuals and faith communities.

PSHE, Citizenship and Religious Education

PSHE and RE

Religious education plays a significant part in promoting personal, social and health education through pupils:

- Developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- Developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views
- Developing good relationships and respecting the differences between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own.

Citizenship and RE

Religious education plays a significant part in promoting citizenship through:

- Developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- Enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- Exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- Enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

Processes in Religious Education

Many factors influence the quality of teaching and learning. The teacher will have little control over factors affecting the pupil outside of the classroom, or factors such as the physical development or the emotional maturity of pupils. The classroom teacher will also have limited control over the 'school system' factors, such as management of behaviour or the pastoral network.

For the teacher, the area of greatest control and influence over effective teaching and learning lies in the way the teacher relates to his/her pupils and the opportunities that are provided for learning.

The 'Opportunities and Experiences' which are detailed in the Programmes of Study, outline some activities which should be provided but these are not exhaustive lists. Teachers in Newcastle Diocese are encouraged to employ a range of strategies in RE which will ensure that pupils with differing learning needs can access the RE curriculum, and that the RE provided is interesting and vibrant.

Thinking Skills Strategies

Through using thinking skills strategies, RE can deepen pupils' understanding of religious and spiritual questions and at the same time contribute to wider educational standards by enabling pupils to 'think about thinking' and 'learn how to learn'.

Religious education provides opportunities to promote thinking skills through helping pupils to research, select, interpret and analyse information from religious traditions, reflect and question their own views and ideas and those of others and communicate their ideas in a variety of ways.

Creativity and RE

Religious education provides opportunities to promote creativity through considering the scope of human nature, sources of inspiration and discovery, connections between beliefs, values and forms of artistic expression and reflecting on beauty, goodness and truth in creative and expressive arts.

Guidelines for Producing a Church School

Policy Statement for Religious Education

This should include details under the following headings:

1. Introductory statement.

(Rationale – in line with legal requirements, Trust Deeds, Diocesan requirements, mission/ethos statement, importance of RE in this school)

2. Aims of RE – taken from the Newcastle RE Syllabus

3. RE contributes to

- the ethos of the school.
- the pupils' spiritual, moral, social and cultural development.
- the fostering of values and attitudes.
- the development of skills including the use of ICT
- cross curricular themes, and dimensions including literacy, numeracy, PSHE and citizenship
- links with other curriculum areas

4. The provision of religious education in terms of:

- curriculum time
- appointment of a co-ordinator or Head of Department
- organisation (year groups, cross-age etc)
- funding

5. A statement that the scheme of work has been produced in accordance with the Diocesan Syllabus and guidelines

6. Arrangements for the discussion of religious education issues in school staff and support meetings and training events *(including monitoring and evaluation)*

7. A statement indicating range of resources available for religious education.

8. Assessing RE *(indicating range of approaches, use of the QCA levels)*

9. Recording and reporting *(legal requirement to record pupil progress and report to parents)*

10. Arrangements for dealing with parental requests for the withdrawal of pupils from religious education

11. Appendices: The Role of the Co-ordinator / Head of Department
The Scheme of Work
The complete list of Resources held by the school
Visitor/ Visits list
Useful contacts such as the NERLRC and websites

The Role of the Subject Manager / Co-ordinator

The job description for the religious education manager / co-ordinator should be in line with job descriptions for other areas of the curriculum within the school. It should include:

1. Attending courses, seeking advice on implementing the Diocesan Syllabus.
2. Disseminating information about new developments, resources, and courses attended and organising courses and training sessions for other members of staff.
3. Developing a scheme of work, ensuring that all elements required by the syllabus are met.
4. Selecting, purchasing or suggesting resources that may be used to deliver the syllabus. Organise and catalogue resources, ensure that staff are aware of their existence and the ways in which they can be used.
5. Suggest teaching strategies and learning experiences to those members of staff who will deliver the religious education curriculum. This may mean preparing or providing suggested lesson outlines/plans occasionally. It is **not** the RE subject manager's / co-ordinator's role to prepare **every** RE lesson.
6. Organise visits and visitors, ensuring that they are well informed and prepared.
7. Ensure that the **planning, monitoring and evaluation** of Religious Education / Studies has taken account of
 - the requirements of the syllabus
 - the provision of opportunities for S.M.S.C. development
 - cross curricular links and themes
 - the needs and abilities of all pupils
 - a variety of teaching styles and learning experiences
 - the lesson objective, learning outcomes and assessment opportunities
 - the effectiveness and the quality of the religious education provided
8. Ensure as far as possible, that all pupils receive their full legal entitlement to religious education and that the time allocated is sufficient to deliver the syllabus.
9. Ensure that religious education is in the school improvement plan and that a fair proportion of the school budget is allocated to it.
10. A co-ordinator should assess the needs of religious education within the school and provide a **subject improvement plan** which identifies aims and targets, and enables the co-ordinator to evaluate the effectiveness of the role.
11. It may be necessary to improve the status of religious education with pupils and parents. Careful consideration of the above is important in achieving this.

Guidelines for religious believers visiting schools

Religious visitors taking part in the life of the school should:

- be willing to share their own experiences, beliefs and insights
- avoid criticism of the experience and insights of others
- not impose their views on pupils in any way
- be familiar with the school's aims, ethos and policies, and plan their involvement in the light of these and the curriculum offered
- seek to use engaging teaching and learning methods which actively involve the pupils
- seek to communicate at appropriate levels for the age group(s) concerned
- make clear to pupils who they are, who they represent, and why they are taking part in the lesson
- be willing to respect and value the faith of pupils when it is different to their own
- develop ways of speaking to pupils which communicate their open approach, avoiding any hidden agenda to attempt to convert them.

Based on "Code of Conduct for Religious Believers Visiting Schools", PCFRE.

Good practice for visitors coming into school

When arranging for a visitor to come into school, it is good practice to:

- plan jointly, making sure that the visitor is clear and happy about exactly what is required of them and how their contribution fits into the wider curriculum. It is a good idea for the teacher arranging the visit to send a letter confirming date, times, age-group and focus
- pay travel and other expenses - visitors should not be 'out of pocket', although many, especially if they are not coming too great a distance may not accept the offer
- welcome (or arrange for you Headteacher, secretary or classroom assistant to welcome) visitors with simple refreshments, bearing in mind dietary requirements
- have a brief discussion afterwards to evaluate together how the visit went
- send a letter of thanks. It might also be appropriate to involve pupils in writing a thank you, but not if this is a major writing activity for younger pupils and becomes a boring chore which they perceive as following all visits.

The North East Religious Learning Resources Centre

Complimentary Membership

The Service Level Agreement with the Diocese of Newcastle entitles every Church School to an Individual Membership of the North East Religious Learning Resources Centre, or an equivalent discount on the price of Small or Large Group Membership.

Individual membership entitles a named teacher to:

- Borrow any of the 38 000 resources housed within the two sites (site transfers are available). A maximum of six items may be borrowed at a time for a maximum of eight weeks.
- Attend any Courses, Events and Training presented by the Resources Centre for a reduced fee.
- Receive discounted prices on book orders, if available.
- Receive consultancy on any aspect of their RE resource needs from the Director of the Resources Centre

The North East Religious Learning Resources Centre has a wealth of resources to borrow including books, journals, videos, DVD's, music CD's, posters and artefacts. There are collections of artefacts for each of the six main faiths available to hire at a reasonable charge.

The website is full of useful information including:

- contact details for a variety of local faith groups, places of worship and visitors willing to come into schools
- a range of excellent ideas for using secular film to address religious concepts
- access to a complete catalogue of the resources available within the Resources Centre
- details of courses run at the centre.

The website maybe found at:

<http://www.resourcescentreonline.co.uk>

The Resources Centre has sites at **Percy Main** and **Durham** and opens from 9.30 am – 5.00 pm Monday to Friday, with regular Saturday morning opening (contact either site for further details).

Church House
St John's Terrace
Percy Main
North Shields
NE29 6HS

Tel: 0191 2704161

Email: enquiry@resourcescentreonline.co.uk

Carter House
Pelaw Leazes Lane
Durham
DH1 1TB
Tel: 0191 3750586

Finding the Resources You Need

The Resources Centre has a WebOPAC (online public access catalogue) which enables you to discover what is available, where it is located and whether it is currently available to loan. It also allows members to check their own loans, reservations and fines. The WebOPAC may be accessed through the website <http://www.resourcescentreonline.co.uk>

- Select 'Library' from the tool bar at the top of the screen.
- Scroll down until you see 'Heritage IV' on the left of the screen.
- Select 'Click to enter library'
- Click 'Go' to retrieve the search screen

Searching the Online Catalogue

There are two main types of search facility available:



General Search - provides a simple search in which you may enter the name of the author, the title of a resource or keywords. Words such as "a" "the" "is" are stop words and therefore need to be removed from a title in order to search. To perform the search enter one or more words in the box and press enter.

- Refining the search: You may refine your search by putting the title in inverted commas or by using AND or AND NOT, for example Jesus AND disciples.
- Widening the search: You may widen your search by adding an asterisk(*) to the end of the word, for example child* would include child, children, children's.



Advanced Search - provides a more refined search. In addition to the refining and widening approaches provided by the General Search you may also choose a field or a medium. Fields include author, title or class number. Medium includes book, CD, videocassette, journal, and poster.



Search Results

Search results are displayed in two forms:



Brief Results show a list of the resources available. You may select the precise form of the results displayed including location and status (availability) by selecting a 'display format' prior to your search. The green arrows at the top of the screen enable you to move down the list as required. If you would like to look at detailed record of an item click on the title to retrieve further details.



Full Results show the detailed record for each item including the site location and availability. It is possible to retrieve all the results in detailed form by selecting 'Full Results'. The green arrows enable you to examine one record at a time.

Reader Account

Resources Centre members have access to a number of features by logging on to their Reader Account using their Membership Number (found on the back of the membership card) and a PIN given by Resources Centre staff. The features include:

Current Loans

Members may check the status of current loans including titles, due date and renewals.

Reservations

If the item is on loan it is possible to place a reservation:

- Select the title you require
- Click on the title to retrieve the detailed result
- Click Reserve
- If you are not already logged on enter your membership number (see back of membership card) and PIN (obtained from Resources Centre staff)
- Confirmation of your reservation will be displayed.
- You will be notified by email or telephone when the item becomes available.

Checking Reservations

You may check the status of your reservations by clicking the 'Reader Information' button on the tool bar. Click on the 'Reservations' tab for details of your current reservations.

Loan History

Details of previous loans may be reviewed by clicking the 'History' tab within the Reader Record.

Charges

It is possible to examine the record of your recent fines by selecting the 'Charges' tab within your Reader Record.

Future Developments

There are plans to develop the web site to include the following features, however currently it is necessary to renew items or place requests by email or telephone.

Renewals

Items may only be renewed ONCE unless a special request is made. Renewals should be made by contacting either site by phone or email.

Requesting an available item

If there is a copy of the title you require available at either site you will need to request that the item be held for you, or transferred to your preferred site by contacting the Resources Centre by phone or email. Requests are held for a maximum of ten days.

Errors

Occasionally you may find errors on our database. We are constantly reviewing data entry to ensure it is as accurate as possible. Please inform us if you encounter any errors. If you have any problems with the web site please contact us as soon as possible.

Acknowledgements

The Diocesan Education Board is grateful to all who have contributed to the revision of our religious education syllabus. Particular thanks must go to Canon Margaret Nicholson (Diocesan Director) for her leadership and Mrs Lesley Beadle of RE Today Services for her key role in undertaking the largest share of the work in preparing and compiling this syllabus. Thanks also to RE Today Services for permission to use extracts from their publications and courses and to the North East Religious Learning Resources Centre. We especially thank colleagues in Church schools, and other curriculum specialists, who have worked closely with Lesley, for producing this revision which incorporates the best of current practice.

Schools may like to use this opportunity to review their schemes of work. As this syllabus is intended to promote good practice teachers will find that the best of what they do will be compatible with its requirements.

"The Board hopes that this document will also inspire you to implement new approaches and ideas and we commend this revised syllabus to all our schools as a valuable resource in your endeavours to provide excellent RE." (+Paul Richardson, Chair of the Diocesan Education Board)