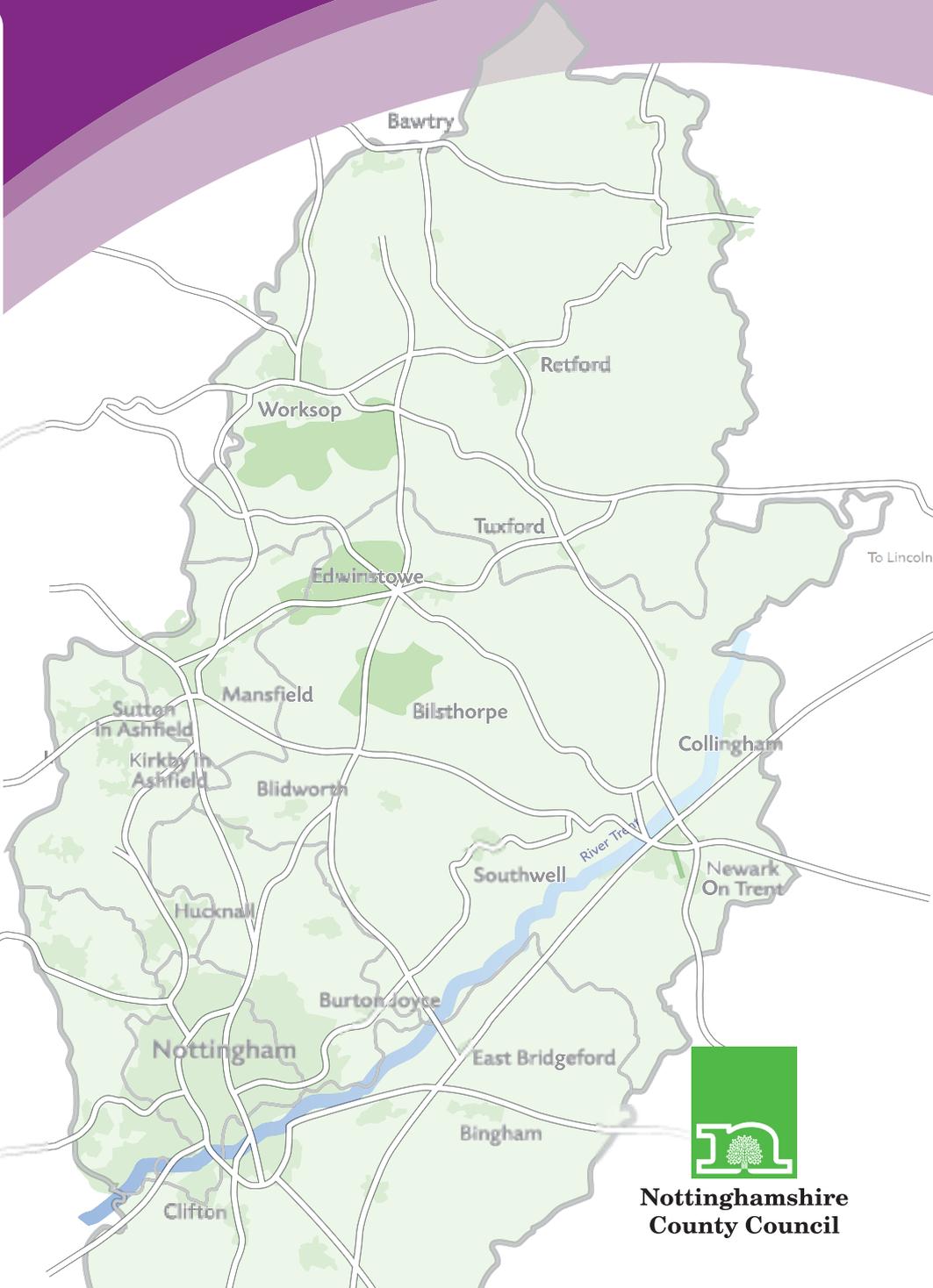
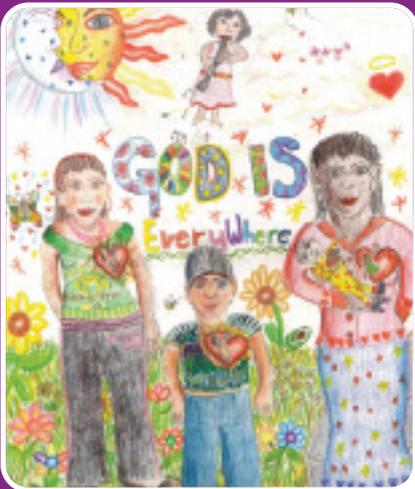


Nottingham and Nottinghamshire

Agreed Syllabus for Religious Education 2009



Nottingham
City Council



Nottinghamshire
County Council

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Additional sections of support, guidance and advice (disc):

- A. Inclusion, Special Educational Needs (including 'P' levels), Gifted and Talented pupils and RE.
- B. Personal Development: Spiritual, Moral, Social and Cultural Development, PSHE and Citizenship: a distinctive contribution from Religious Education.
- C. Transition from Key Stage 2 to Key Stage 3: a recommended bridging unit.
- D. RE and the law.
- E. Local RE: What is special about RE for Nottingham and Nottinghamshire pupils?
- F. The 8 level scale: guidance for teachers at each key stage.
- G. From the programme of study to a scheme of work: guidance for teachers : exemplar schemes.
- H. Religion in our local area – A Key Stage 2 unit.
- I. Religions in each key stage: teaching suggestions and exemplar units for a scheme of work.
- J. Resources for learning RE and ICT.

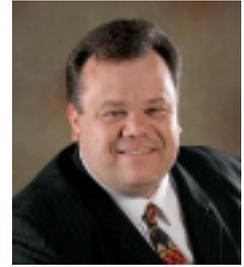
Foreword

Welcome to this joint venture, a new Agreed Syllabus for RE produced as a result of collaboration between the local authorities, involving teachers, consultants and SACREs. We hope that this Agreed Syllabus for RE will inspire and uplift the provision of RE in both authorities over the coming years. We look forward to seeing the outcome from these new approaches in the future.



Joyce

Councillor Joyce Bosnjak
cabinet member for
**Children and Young
People's Services**



D. Mellen

Councillor David Mellen
Portfolio Holder for
Children's Services

Introduction

This Agreed Syllabus for Religious Education (AS for RE) has been created by the Nottingham and Nottinghamshire Agreed Syllabus Conferences and approved by the Standing Advisory Conferences on RE for both the city and the county. It is the legal basis for RE in Nottingham and Nottinghamshire.

Since 1944, all schools have been required to teach RE to all pupils on the school roll (except when parents exercise their right to withdraw their children from the subject). Therefore, along with English, mathematics, science, information technology and secondary citizenship and the foundation subjects, religious education is part of the Basic Curriculum for all pupils.

The syllabus explains the value and purposes of RE for all pupils, and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and assists in enabling pupils to reach their potential in the subject. In this way the Agreed Syllabus is parallel to the government's subject orders for the subjects of the National Curriculum.

“ **Respect: important because...**
It is needed everywhere and
makes the world a better place.”

Executive Summary: What schools must do:

Essential Agreed Syllabus Requirements for RE in Nottingham and Nottinghamshire Schools, 2009 - 2014.

(Please refer to the detailed sections of the syllabus for complete guidance and requirements.)

- All pupils on the school roll are entitled to receive Religious Education. This includes pupils in the second year of the foundation stage and 16-19 year old students in school Sixth Forms.
- This syllabus is the legal basis for RE in Nottingham and Nottinghamshire schools where it applies (see Legal Guidance, ~ an appendix to the syllabus). Inspection will be based upon the implementation of this syllabus.
- Time for RE is strongly recommended to be 5% of curriculum time in Key Stages 1-4.
- **The minimum requirements** for religions and beliefs to be studied give flexibility for schools to teach more than the minimum. The minimum requirements are:

KS1: Christianity + 1 religion (Judaism is the recommended example)

KS2: Christianity + 2 religions (Islam and Hinduism are the recommended examples) and a short study of the breadth of world religions

KS3: Christianity + 3 religions (Sikhism and Buddhism are the recommended examples, plus one selected by the school)

14-19: Christianity plus, normally, one religion selected by the school (or a nationally accredited qualification such as the GCSE short course or full course in RS).

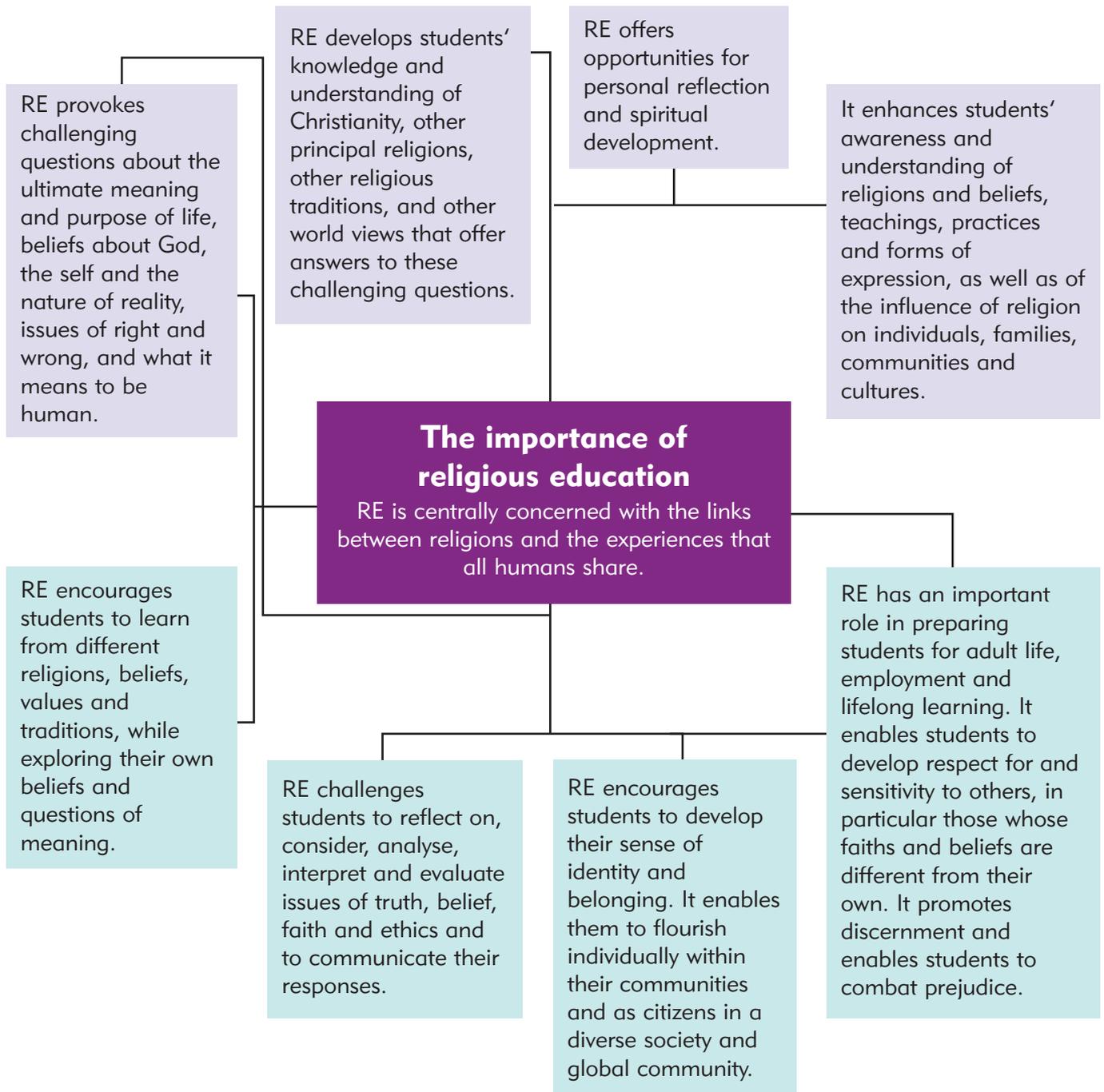
With regard to non-religious or secular life stances, an inclusive RE curriculum enables the study of these views where appropriate.

- Assessment in RE: there is an 8 level scale and arrangements for assessing pupils progress to establish and guide expectations (the use of the scale for reporting and marking is a matter for schools).
- The Agreed Syllabus specifies succinct programmes of study for each key stage. There is a guidance paper containing brief indication of large numbers of optional study units which schools may use to help construct schemes of work. These include many units from the Scheme of Work for RE published by the Qualifications and Curriculum Authority (2000, 2006) and others made specific to the needs for RE in Nottingham and Nottinghamshire.
- The Agreed Syllabus, launched in 2009 is to be implemented in full by schools by September 2010.
- Extensive guidance papers on issues for school RE, to support the statutory Agreed Syllabus are published on the disc which accompanies the Agreed Syllabus. The guidance recognises the need for schools to improve teachers' confidence with regard to teaching RE. The disc of guidance materials is published with the syllabus.
- It is normal or good practice for Academy schools in a local authority area to adopt their local Agreed Syllabus for RE. The Nottingham and Nottinghamshire Academies are invited to use this syllabus.

RE within the whole curriculum: aims

Learning and teaching activities in Religious Education (RE) contribute to the achievement of curriculum aims for all young people to become:

- **successful learners** who enjoy learning, make progress and achieve.
- **confident individuals** who are able to live safe, healthy and fulfilling lives.
- **responsible citizens** who make a positive contribution to society.



Religious education is an essential component of a broad and balanced education and its place in the Basic Curriculum is statutory. RE provides opportunities to explore, and respond to the meanings of experiences in relation to the religions, beliefs and ways of life of others. These are the special contributions of RE to the Basic Curriculum.

The Purposes of the Agreed Syllabus

The Nottingham and Nottinghamshire Agreed Syllabus for Religious Education has four purposes, which are parallel to the four main purposes of the National Curriculum.

- 1. To establish entitlement.** The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in religious education. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their self fulfillment and development as active and responsible citizens.
- 2. To establish standards.** The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in religious education. These standards may be used to set targets for improvement and measure progress towards those targets.
- 3. To promote continuity and coherence.** The Agreed Syllabus for Religious Education contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
- 4. To promote public understanding.** The Agreed Syllabus for Religious Education will increase public understanding of, and confidence in, the work of schools in RE. Through SACRE, the religious communities of Nottingham and Nottinghamshire have been involved in its development.

“ *What I like to do in RE is:*
Encourage students to think for themselves and challenge them to find reasons for their views. ”



The Aims of Religious Education in Nottingham and Nottinghamshire

RE aims to enable pupils to:

Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom.

Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

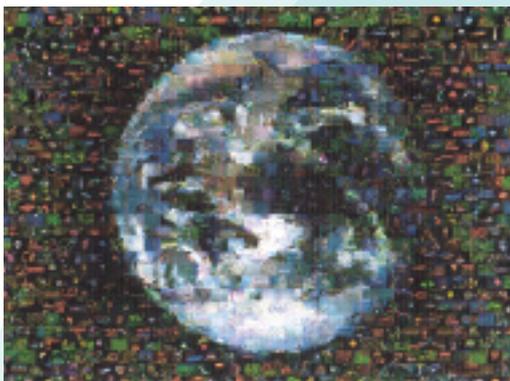
Develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions.



Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in Nottingham and Nottinghamshire, the region and the United Kingdom.

Enhance their spiritual, moral, social and cultural development by:

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
- responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- reflecting on their own beliefs, values and experiences in the light of their study.



“ **If I could ask God one question, I'd ask...**
Why is there poverty and suffering in our world? ”

There are two attainment targets for RE which reflect these aims concisely. RE is to be relevant to pupils' own personal development:

Learning about religion (examining and understanding religious perspectives) This includes exploring and examining religious beliefs, spirituality, teachings, worship practices, behaviour and ways of expressing meaning, with reference to the specific religions studied.

Learning from religion (exploring and responding to human experience) This includes exploring and responding to questions of identity, belonging, diversity, experience, meaning, purposes, truth, value, commitment and spirituality, making links to the specific religions studied.

The two attainment targets are sometimes distinct in planning, but often interwoven in good teaching.



Spiritual Moral, Social and Cultural Development (SMSC):

A distinctive contribution from Religious Education

The Agreed Syllabus for RE enables the teaching of RE to make a distinctive and significant contribution to these four aspects of pupils' development. While schools provide for these aspects of personal development in many ways, and through many subjects of the curriculum, RE may often focus on spiritual and moral education within the curriculum, and makes a distinctive contribution to understanding cultural diversity through developing understanding of religions. These opportunities for personal development contribute to high standards and aspirations for each pupil.

There is extensive literature on these topics, which are always contested. For the purposes of the RE syllabus, the following descriptions provide a basis for ways in which the RE curriculum can contribute to pupils' personal development.

<p>Spiritual development enables people to look within themselves, at their human relationships, at the wider world and at their vision of the divine or the ultimate reality with characteristics such as courage, hope, acceptance, strength, insight and love, so that they can better face all the sufferings, challenges and opportunities of human life.</p>	<p>Religious education provides opportunities to promote spiritual development through:</p> <ul style="list-style-type: none">• discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth• learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices• considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity• considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God• valuing relationships and developing a sense of belonging• developing their pupil's own views and ideas on religious and spiritual issues.
<p>Moral development enables pupils to take an increasingly thoughtful view of what is right and wrong, to recognise the needs and interests of others as well as themselves and develop characteristics such as truthfulness, kindness, unselfishness and commitments to virtues such as integrity, justice and the will to do what is right, so that they can live in ways which respect the wellbeing and rights of each person.</p>	<p>Religious education provides opportunities to promote moral development through:</p> <ul style="list-style-type: none">• enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust• exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders• considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice• studying a range of ethical issues, including those that focus on justice, to promote racial and religious respect, community cohesion and personal integrity• considering the importance of rights and responsibilities and developing a sense of conscience.

Social development enables pupils to relate to others successfully through an understanding of the responsibilities and rights of being a member of various family, local, national and global communities. It enables them to develop social skills, qualities, attitudes and characteristics such as respectfulness, tolerance, a willingness to get involved, so that they can play a full and fulfilling part in their community and society as, for example, family members, citizens, learners and workers.

Religious education provides opportunities to promote **social development** through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues, including environmental concerns, issues of equality and community cohesion.

Cultural development enables people to develop their sense of their own place and identity in society, to value and participate creatively in their own culture and appreciate the cultures of others by developing their appreciation of, for example the arts, literature, sport, music, travel and other aspects of culture. Cultural development makes its contribution to human wellbeing through enabling participation in diverse varieties of cultural life for the enrichment of individuals and communities. Cultural development enables people to develop understanding, qualities and attitudes which lead to appreciation or participation in local, regional, national, European and global cultures.

Religious education provides opportunities to promote **cultural development** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.



My favourite part of RE is...

Having discussions in class and doing different things, not just writing

Which religions and beliefs are to be studied?

The minimum requirements

It is through teaching RE's aims and attainment targets that high standards in RE can be established. Pupils' experience of the subject is the focus for their exploration of human experience and beliefs. It is also important that pupils are taught in depth and detail about particular religions through each of the key stages.

In this Agreed Syllabus schools have considerable flexibility about which religions and beliefs are taught at each key stage. It is in line with the law, which states that religious education shall have regard to the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in Great Britain. There is an emphasis on the depth of study of religions and beliefs.

Pupils must be taught about Christianity in each key stage, and schools must select further religions for study in depth in each of key stages 1-3. The six principal religions shall be studied in depth by pupils over the 5-14 age range. This is facilitated by the use of recommended examples for each key stage. There is also provision for a broad overview of religions which are not studied in depth at Key Stages 2 and 3, building on prior learning and acquainting pupils with the basic tenets and practices of these religions. **The recommended examples illustrate a minimum entitlement to learning about religions, and some schools may plan the study of more religions than this minimum. This may be especially appropriate where children from many religions are present in one class or school.**

The recommended examples are intended to guide practice within a school in order to promote continuity and progression between schools. Schools can plan to teach from more than the minimum number of religions, while having regard to the importance of enabling pupils to study religions and beliefs in depth.

Schools should select which religions and beliefs to study in depth in any key stage in consultation across the primary and secondary phases of education, to enable pupils across the 5-14 age range to learn in depth about each of the six principal religions represented in the United Kingdom (Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism).

The make up of the local area and the school community is an important influence in planning which religions are selected for study by the school. Schools may also have regard to the need for breadth of study and, in Key Stages 2, 3 or 4, for re-visiting the studies of earlier years. There is a special Key Stage 2 study unit on 'Religion here and now' which provides for some study of six religions.

Additionally, schools should use material from other religious traditions and belief systems represented in the school, the local area, the region or the UK, such as Rastafari, the Baha'i Faith, the Jehovah's Witnesses, Brahma Kumaris or Humanism.

*“ My favourite part of RE is...
Having class discussions about issues
which people are passionate about. ”*

Which religions are to be studied? Examples

The Agreed Syllabus prescribes a minimum number of religions to be studied in depth as follows:

	Requirements: Religions to be studied:	Examples The recommended example:	An alternative example: how a school may go beyond the minimum requirement:
Foundation Stage / Reception	Christianity Religions and beliefs represented in the class or school	Christianity	Christianity and Islam where there are Muslim pupils in the school community
Key Stage 1	Two religions including Christianity	Judaism and Christianity	Judaism, Christianity and another religion/way of life represented in the school community
Key Stage 2	Three religions including Christianity and a short study of the breadth of world religions.	Hinduism, Islam and Christianity (with the study unit 'Religion in our local area' in addition)	Hinduism, Islam, Christianity and Judaism or Sikhism where there is a Jewish/Sikh community close to the school.
Key Stage 3	Four religions including Christianity	Buddhism Sikhism, Christianity, plus one from Islam, Judaism or Hinduism selected by the school (these four in depth may be supplemented with material from other religions and beliefs)	Buddhism, Sikhism, Christianity (in depth) and Islam, Judaism, Hinduism and Humanism (supplementary studies)
Key Stage 4	Two religions including Christianity (or a recognised national RS qualification course: GCSE or CoEA).	Christianity and (for example) Islam in a GCSE short or full RS course	Christianity and (for example) one from Judaism, Hinduism or Islam for GCSE Non-religious ways of life
16-19 RE for All	Belief systems or life stances as appropriate.	Forms of atheism, agnosticism and theism including Christianity	Judaism, Buddhism Christianity, Sikhism and Humanism

“ *My favourite part of RE is...*

Seeing students being challenged over issues concerning belief and listening to each other as they try to discover answers from different faiths. ”

Curriculum Time for Religious Education

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the examples in DfES guidance 'Designing and Timetabling the Primary Curriculum' (DfES, 2002 ref QCA/02/912), the Key Stage 3 National Strategy (DfES, 2002, ref 0003/2002), the Dearing Curriculum Review (1996) and the SCAA RE Model Syllabuses (1994): a minimum 5% of curriculum time is required for teaching RE. This recommendation is further supported in 'Designing the Curriculum' (Specialist Schools and Academies Trust, 2008).

This means in practice that schools are expected to allocate:

Key Stage 1: 36 hours of tuition per year.

Key Stage 2: 45 hours of tuition per year.

Key Stage 3: 45 hours of tuition per year.

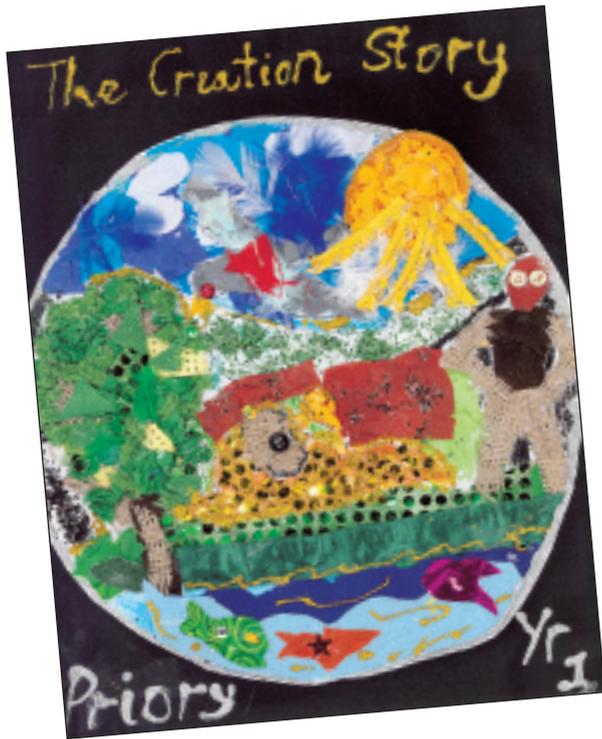
Key Stage 4: 5% of curriculum time, or 70 hours of tuition across the key stage.

16-19: Allocation of time for RE for all should be clearly identifiable.

Notes

- RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- Curriculum time for religious education is distinct from the time schools may spend on collective worship or school assembly. The times given above are for religious education.
- There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. However the times given above are explicitly for the clearly identifiable teaching of religious education.
- Any school in which headteachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus.





Celebration means many things, & you can celebrate many occasions, for example; we celebrate new life (the birth of a baby, animal), marriage, graduation, birthdays or religious festivals such as Christmas, Easter. We also celebrate the results of sport matches e.g. rugby, football or test results in school.

C E L E B R A T E

Often associated with celebration is the giving of gift or receiving. Also its a time to be with loved ones & family, its generally a happy time. The actual definition of celebrate is: To mark or observe a special day with ceremonies of respect, rejoicing or festivity.

The RE Programmes of Study:

These programmes of study lay down the requirements for teaching and learning with regard to each age group. They are elaborated and supported in the guidance materials provided to accompany this syllabus.

Religious Education within the whole primary curriculum	
As the Rose review of 2009 proposes new structures for the primary curriculum, teachers need to think about how religious education connects with the big ideas of human, social and environmental understanding. The Nottingham and Nottinghamshire Agreed Syllabus connects RE to the big ideas in many substantial ways:	
Time and change	RE is deeply concerned with the ways religious communities grow, change and develop. Using numerous examples of stories from the past and the present day impact of religion, RE enables pupils to develop their sense of time and change.
Place, space and scale	RE engages every learner with religions and beliefs here and now, in the local setting, and enables increasing understanding of the impact of religion in regional, national and global settings. The sense of space and place is central to learning from places of worship and pilgrimage, and this contributes to pupils' own sense of their place in the world, their sense of inner space and their vision of the wider world.
Identity, community and diversity	RE promotes and explores issues of identity, especially in relation to belief, community and making sense of experience. The diversity of religions in the local, national and global setting is a continuing focus for learning from similarities and differences. Attitudes of open mindedness and respect are central to RE's purposes.
Questions of meaning and value	Learning from religion in RE is about developing the skills by which pupils handle profound questions of the meaning of experiences and of values and commitments. Spiritual dimensions of these questions are addressed through the ways different religions explain our life in the world and learners are challenged to respond for themselves.
Making connections	Like other subjects in the area of learning of human, social and environmental understanding, RE seeks to make links between the children and the wider world. Connections between ideas and behaviour, between community and the individual, between the environment and our attitudes are at the heart of good RE.

The primary programmes of study that follow are to be understood in the light of this statement about RE within the reviewed primary curriculum.

The Foundation Stage: Programme of Study

Teaching RE to 3-5s requires a multi-sensory approach, providing opportunities for pupils to learn and understand about, themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils' abilities to express themselves (language and literature, creative development).

Religious education is not compulsory for pupils in a nursery school or nursery class in a primary school. Religious education is compulsory for all pupils who are registered at a school, including those in a reception class, Foundation Stage 2.

Breadth of study

During the Foundation Stage, pupils should be taught the knowledge, understanding and skills through:

Beginning to learn about Christianity.

Schools may also plan to begin learning about the other religions or belief systems, for example those represented in the school and the local area.

Experience of:

- special times and events such as a birthday, a baby welcoming ceremony such as baptism, Hannukah, Divali, Christmas and Easter
- ways that people show that they belong in families or communities
- communicating, especially through worship and prayer.



What I like to do in RE is...

Learn about different people's beliefs and backgrounds

Knowledge, skills and understanding

Learning about religions

Knowledge and understanding that beliefs matter to people, and that people believe and live differently, their practices and lifestyles and how they express themselves. Pupils should be taught to begin:

- a. recounting the outlines of some religious stories
- b. recognising some religious symbols and words using them correctly
- c. exploring features of religious life such as celebrations, festivals, special places and special times.

Learning from religions

Evaluating and responding to questions of experience, meaning and commitment.

Pupils should be taught to begin:

- a. asking questions about things which puzzle them in life and in the religious stories, artefacts, people and ideas they encounter
- b. identifying what matters or concerns them in the religious stories, artefacts, people or ideas they encounter
- c. exploring how they feel about themselves and the religious stories, artefacts, people or ideas they encounter.

Through the knowledge, skills and understanding pupils should develop positive attitudes towards other people and their right to hold different beliefs.

Teaching should enable pupils to begin:

- a. identifying their own uniqueness and that of others
- b. appreciating the differences and similarities they encounter in others
- c. making distinctions between good and bad, right and wrong.

Examples of key questions for pupils:

- What stories do Christians and Jews love to tell?
- What is a sign or symbol?
- What special days do we know?
- What does the word 'believe' mean?
- What does the word 'God' mean?
- What questions puzzle us?
- Who cares for us?
- Who do we care for?
- What objects are special in religion?
- How do we feel when we celebrate birthdays and festivals?
- What makes each person special?
- Who is special to you? To whom are you special?
- How are we all different?
- What is kindness? Why does it make life happier?
- When do we say 'thank you'? Who says 'thank you' to us?
- How does it feel to praise and to be praised?

EARLY LEARNING GOALS RELATED TO RE	Teaching might include...
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Exploring similarities and differences between those in the class, local and wider community. • Developing awareness and understanding of themselves as unique individuals: their needs and their feelings. • Developing awareness and understanding of others and their 'uniqueness'. • Learning about the influences religious beliefs can have on an individual's life and behaviour. • Exploring belonging and a sense of community. • Developing attitudes of care and tolerance, respect and fairness towards others. • Developing skills such as communication, investigation, reflection and empathy. • Remembering and celebrating. • Thanking and being thanked, praising and being praised.
Language and Literacy	<ul style="list-style-type: none"> • Hearing and using key words relating to religions and experiences including visits to places of worship. • Listening to stories from religious books and traditions. • Composing, using and thinking about the words of simple prayers or reflections. • Communicating, verbally, in song or in other ways feelings and thoughts about God, people and the world.
Knowledge and Understanding of the World	<ul style="list-style-type: none"> • Hearing some creation stories such as that found in the Bible. • Raising awareness and reflecting on how we rely on the world's resources. • Becoming aware of seasonal change and celebrating the good earth, eg in a harvest festival. • Developing awareness of the world at large and reflecting on the richness in diversity – religious food and feasts, costume, special buildings, objects and artefacts.
Creative Development	<ul style="list-style-type: none"> • Listening to and/or singing songs from various religions and cultures. • Making music and using it as a background for storytelling. • Designing and making special objects including religious artefacts. • Cooking festive religious food, making religious masks and dressing up in religious costumes.

“If I could ask God one question,
I'd ask...
Why do people die?”



Key Stage 1 Programme of Study

Religious education always engages pupils in looking at the question 'what does this mean to me?'



Religions and beliefs

- Christianity
- at least one other principal religion (the recommended example is Judaism)
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate.

Focus the learning on this:

Throughout Key Stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Knowledge, skills and understanding

Learning about religion

Pupils should be taught to:

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

Learning from religion

Pupils should be taught to:

- **reflect on and consider** religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- **ask and respond imaginatively** to puzzling questions, communicating their ideas
- **identify what matters** to them and others, including those with religious commitments, and communicate their responses
- **reflect on** how spiritual and moral values relate to their own behaviour
- **recognise** that religious teachings and ideas make a difference to individuals, families and the local community.

Breadth of study

During the key stage, pupils should be taught the **Knowledge, skills and understanding** through the following areas of study:

The Themes of Key Stage 1 RE

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

Experiences and opportunities for Key Stage 1 pupils

- **visiting places of worship** and focusing on symbols and feelings
- **listening and responding to visitors** from local faith communities
- **using their senses** and having times of quiet reflection
- **using art and design, music, dance and drama** to develop their creative talents and imagination
- **sharing their own beliefs,** ideas and values and talking about their feelings and experiences
- **beginning to use ICT to explore** religions and beliefs as practised in the local and wider community, for example through a 'virtual tour' of the sacred places of religions studied.

Examples of key questions for pupils

(schools may adapt or extend these to take in different religions and beliefs)

- | | |
|--|---|
| <ul style="list-style-type: none">• What do Christians do in a Church?• What do Jews do in a Synagogue?• What do special places feel like? What can people see, hear, smell, taste or touch in a holy building?• What makes some days special for Jews and Christians?• What stories do Jews and Christians love to tell?• Who is a hero in the stories of the Jews and Christians? What makes the hero special? Who is a hero for me?• What questions puzzle me about the Jews and Christians?• What matters most to Jewish people and Christians?• What can we say about other people and their ways of life?• What are life's most interesting mysteries?• What do religious people say about God? What do I say? | <ul style="list-style-type: none">• What special days are celebrated in my family? How? Why?• What is it like to thank and be thanked, to praise and be praised?• Who cares for me? Who do I care for?• How do we show other people love, care or kindness?• When do we feel safe? When do we feel in danger? What makes us happy or sad? Who has these feelings in religious stories we have heard?• What can we say about our own ways of life?• Why is listening to others so important?• What things matter most to me?• Why is it good to know that we are not all the same? |
|--|---|

Guidance and planning will be greatly helped where teachers refer to the syllabus support materials from SACRE.

Key Stage 2 Programme of Study

Religious education always engages pupils in looking at the question 'what does this mean to me?'

Religions and beliefs

- Christianity
- at least two other principal religions (the recommended examples are Islam and Hinduism)
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate.

Focus the learning on this:

Throughout Key Stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Knowledge, skills and understanding

Learning about religion

1 Pupils should be taught to:

- **describe** the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- **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
- **identify and begin to describe** the similarities and differences within and between religions
- **investigate the significance** of religion in the local, national and global communities
- **consider the meaning** of a range of forms of religious expression, understand why they are important in religion and note links between them
- **describe and begin to understand** religious and other responses to ultimate and ethical questions
- **use specialist vocabulary** in communicating their knowledge and understanding
- **use and interpret information** about religions from a range of sources.

Learning from religion

2 Pupils should be taught to:

- **reflect** on what it means to belong to a faith community, communicating their own and others' responses
- **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
- **discuss** their own and others' views of religious truth and belief, expressing their own ideas
- **reflect** on ideas of right and wrong and their own and others' responses to them
- **reflect** on sources of inspiration in their own and others' lives.

Breadth of study

During Key Stage 2 pupils should be taught the knowledge, skills and understanding through the following areas of study:

The Themes of Key Stage 2 RE

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

Experiences and opportunities

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

Examples of key questions for pupils

(Schools may adapt or extend these to take in different religions and beliefs)

- What do Muslims, Hindus and Christians believe?
- How do they show these beliefs when they worship?
- How does a festival link up with a story, and with celebrations like special food, giving gifts or lighting candles?
- What do symbols like light, wind, water or flowers stand for in religion?
- How do religious people show what beliefs matter most to them in their holy buildings?
- What words do Hindus, Muslims and Christians use to talk about God?
- What do the holy books of Christians, Muslims and Hindus say?
- What sacred stories do the holy books tell? What do these stories mean?
- What can we learn from stories of religious heroes?
- What are life's most mysterious questions?
- How do Muslims, Hindus and Christians answer some of the 'big questions' of life?
- What do we think about the mysteries of life?
- What is respect, and why is it important?
- How can people be respectful to those who come from a different religion?
- How do religious people use music, or story, or painting, or poetry to put their faith into art?
- How can we express our spiritual thoughts in the arts?
- How do we show that we belong together at home, at school, or in 'one world'?
- Why is it important to value all people equally?
- What can we do to make our community fairer? What do the religions say about fairness?
- What is prayer? Why is it so helpful to some people?
- What do we think about the ways religions make a difference to people's lives?
- What do the religions say about loving and being loved?
- Belonging: Who do I belong to? What groups do I belong to?
- Some people are very religious, others not at all: what makes the difference?
- What does the word 'spiritual' mean for me?
- Am I a good listener? How does listening help us to learn?
- What is good about living in a society where there are many religions? What might be hard about this?

Programme of Study for Key Stage 3

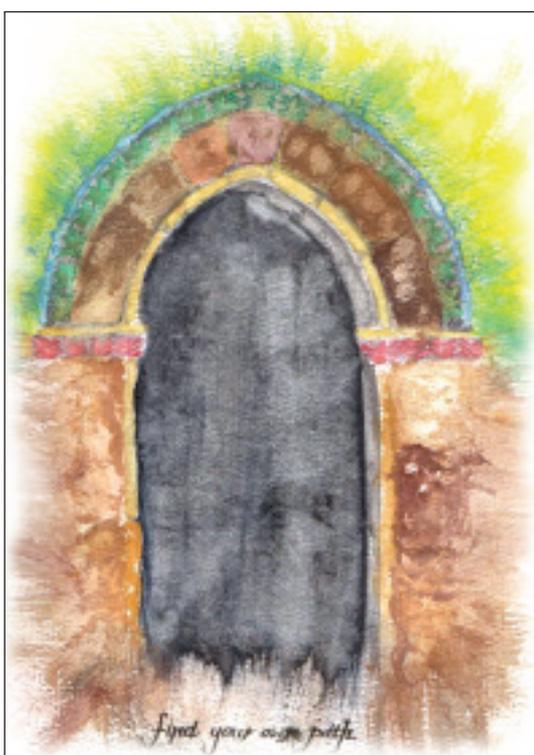
Religious Education always engages pupils in looking at the questions 'what does this mean to me?'

Religions and beliefs:

- Christianity
- at least two other principal religions (the recommended examples are Sikhism and Buddhism)
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate.

Focus the learning on this:

Throughout Key Stage 3, pupils extend their understanding of Christianity and at least two of the other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self awareness, relationships, rights and responsibilities. They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts, scriptures and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.



“What I like to do in RE is...
Learn new things and see things in a different perspective, even if it means disagreeing with friends.”



*“What I like to do in RE is...
Find out about other religions”*



Key Stage 3: Knowledge, skills and understanding

These key concepts must be built in to the planned Key Stage 3 RE curriculum

A. Beliefs, teachings and sources (AT1)

- Understanding, explaining and interpreting teachings, sources, authorities and ways of life in order to express reasoned views about religions and beliefs.
- Understanding, explaining and interpreting beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.

B. Practices and ways of life (AT1)

- Understanding, explaining and interpreting the varied impacts of religions and beliefs on how people live their lives.
- Applying ideas and expressing insights about the impact of practices from religions and beliefs on ways of life.

C. Expressing meaning (AT1)

- Understanding and expressing ideas and insights about the meanings of different forms of religious, spiritual, moral and cultural expression.
- Understanding, explaining and interpreting ways in which religions and beliefs use literature, the arts, music, architecture and other forms of creative expression to respond to ultimate questions.

D. Identity, diversity and belonging (AT2)

- Understanding, explaining and interpreting varied viewpoints on issues connecting personal and communal identity.
- Applying ideas and expressing insights into questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.

E. Meaning, purpose and truth (AT2)

- Describing and expressing insights into ultimate questions that confront humanity.
- Applying ideas and expressing insights into questions of meaning and purpose in relation to religion and beliefs.
- Explaining different ideas about what is true.

F. Values and commitments (AT2)

- Understanding, explaining and interpreting moral values and how they can relate to beliefs and experience.
- Expressing views and ideas about their own and others' values and commitments in order to make informed, rational and imaginative choices.

Breadth of study

During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:

Learning about religion

Pupils should be taught to:

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

Learning from religion

Pupils should be taught to:

- **reflect on** the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments.
- **evaluate the challenges** and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas.
- **express insights into** the significance and value of religion and other world views on human relationships personally, locally and globally.
- **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.
- **express** their own beliefs and ideas, using a variety of forms of expression.

The Themes of Key Stage 3 RE

- **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.
- **Authority:** different sources of authority and how they inform believers' lives.
- **Religion and science:** issues of truth, explanation, meaning and purpose.
- **Expressions of spirituality:** how and why human self-understanding and experiences are expressed in a variety of forms.
- **Ethics and relationships:** questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil.
- **Rights and responsibilities:** what religions and beliefs say about human rights and responsibilities, social justice and citizenship.
- **Global issues:** what religions and beliefs say about health, wealth, war, animal rights and the environment.
- **Interfaith dialogue:** a study of relationships, conflicts and collaboration within and between religions and beliefs.

Experiences and opportunities

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

Examples of key questions for pupils

(Schools may adapt or extend these to take in different religions and beliefs)

- How do we understand what the religions we are studying say about God or ultimate reality?
- In what ways are the different religions similar, and in what ways are they distinctive?
- What difference does being a Christian/Buddhist/Sikh make to a young person's life in Britain today?
- What are the most important key words and ideas in the religion we are studying?
- In what ways do members of the religions we are studying express their faith in action, symbols, worship or the arts? How do we interpret these?
- What are the meanings to sacred stories, laws, visions or ideas in the religions?
- What can I learn from religion?
- Could our communities be more respectful? How?
- What helps a community to be cohesive and 'together'? Do I help?
- What does it mean to be broad-minded? Does this matter to me?
- What are my own responses to religious and spiritual questions?
- Who or what influences my ideas?
- What beliefs am I forming from my experience about such topics as God, money, human rights, good and evil, peace and spirituality?
- What questions about life are important to me? Where do answers come from?
- Where can we find values by which to live?
- What place do communities of family, faith, ethnicity or humanity have in my values?
- In what ways is my identity changing?
- Who and what matters most to me?
- Who are my heroes? Why?
- Why should I listen to others?
- How can respect survive when people disagree?
- What are my answers to life's ultimate questions?

RE for all, 14-19

Curriculum aims

Learning and teaching activities in Religious Education (RE) contribute to the achievement of curriculum aims for all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

The legal requirements and curriculum time required for RE

Provision of RE is a legal requirement for all students on the school roll.

70 hours of tuition across Key Stage 4 is the normal requirement by which learners can achieve the standards of the GCSE short course in Religious Studies that is the benchmark for RE provision in Nottingham and Nottinghamshire.

RE in Key Stage 4 in Nottingham and Nottinghamshire

The requirements of the syllabus are met where pupils take a GCSE course in religious studies (or equivalent) from a national awarding body.

Any pupil following one of the nationally accredited courses below is deemed to have met the requirements of the Agreed Syllabus:

- a) A GCSE Religious Studies course which is based on the study of Christianity and at least one other major religion (the full course).
- b) A GCSE (Short Course) in Religious Studies which is based on the study of Christianity and at least one other major religion (the short course).
- c) A CoEA (Certificate of Educational Achievement) in Religious Education which is based on the study of Christianity and at least one other major religion.

Currently (2009), such courses are available from all the national awarding bodies: AQA, OCR, Edexcel and WJEC. There is a wide range of options and combinations of religions and topics to be studied. Schools must teach RE using the specifications of a GCSE (short) RS course. The Agreed Syllabus does not, of course, require that students be entered for this examination.

Range

Schools must select options which enable pupils to study Christianity and at least one other religion. It is good practice for students to learn about the religions and beliefs of their own community and from their own perspective. (There is not a requirement that the students are entered for the examination).

The value of RE to students 14-19

Through these RE courses, students gain access to many valuable learning opportunities include enabling students to:

- flourish individually, within their communities and as citizens in a diverse society and in the global community
- develop personalised learning skills
- develop attitudes of respect for all in a plural society.

Key concepts for 14-19 RE for all

Teachers need to provide learning for students in relation to the key concepts that underpin the study of RE in order to deepen and broaden their knowledge, skills and understanding.

The key concepts

A. Beliefs, teachings and sources

- Analysing teachings, sources, authorities and ways of life in order to understand religions and beliefs in historical and cultural context.
- Understanding and analysing beliefs, teachings and attitudes in relation to the human quest for identity, meaning and values.

B. Practices and ways of life

- Explaining and evaluating the varied impacts of religions and beliefs on how people live their lives.
- Analysing the ways in which the impact of religions and beliefs can vary according to context.

C. Expressing meaning

- Interpreting and evaluating the meanings of different forms of religious, spiritual, moral and cultural expression.
- Interpreting and synthesising many different sources and forms of religious, spiritual, moral and cultural expression.

D. Identity, diversity and belonging

- Interpreting and analysing diverse perspectives on issues connecting personal and communal identity.
- Evaluating and analysing questions of identity, diversity and belonging in personal and communal contexts and in relation to community cohesion.

E. Meaning, purpose and truth

- Analysing and synthesising insights on ultimate questions that confront humanity.
- Expressing personal and critical evaluations of questions of meaning, purpose and truth in relation to religion and beliefs.

F. Values and commitments

- Synthesising evidence and arguments about ethics and morality in relation to beliefs, spirituality and experience.
- Evaluating personally and critically their own and others' values and commitments in order to make coherent and rational choices.

Learning about religion (AT1)

Students should be able to:

- investigate and interpret significant issues in the light of their own identities, experiences and commitments
- present coherent, detailed arguments about beliefs, ethics, values and issues, with independence and critical awareness of their methods of study
- use and develop specialist vocabulary and critical arguments, with awareness of their power, limitations and ambiguity
- use and evaluate the rich, varied forms of creative expression in religious life.

Learning from religion (AT2)

Students should be able to:

- reflect critically on their opinions in the light of their learning about religions, beliefs and questions
- develop their independent values and attitudes on moral and spiritual issues related to their autonomy, identities, rights and responsibilities
- evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives
- use skills of critical enquiry, creative problem-solving and communication through a variety of media to respond to issues of identity, meaning and values in a wide range of contexts.

Curriculum opportunities

During the 14-19 phase students should be offered the following opportunities that are integral to their learning in RE and enhance their engagement with the concepts, processes and content of the subject. The curriculum should provide opportunities for students to:

- discuss, explore and question concepts, images and practices
- visit places of worship, inter-faith centres or other spiritual places, learning from worship or rituals, as appropriate
- discuss, reflect on and develop arguments about philosophical and ethical issues
- reflect on the importance of engagement in community projects, dialogue or social action, reflecting on its importance for themselves and others
- encounter and engage with people from different religious, cultural and philosophical groups, to explore a range of convictions on religious and moral issues
- evaluate concepts, practices and issues, paying attention to beliefs and experience, and using reasoned, balanced arguments
- use a range of forms of expression to communicate their ideas and responses, including exploring and recording how their thoughts, feelings and experiences have changed
- access the sources, images and sounds that are key to their study, using texts and ICT as appropriate
- explore the connections between RE and other subject areas.

16 –19 RE for All

All schools with students aged 16-19 on roll are required to provide an RE entitlement for these students, irrespective of which examination courses they may choose. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies: it takes its place alongside key skills, critical thinking, sex education and citizenship studies, all of which the school will also provide for students in this age range. The allocation of curriculum time for RE should be clearly identifiable and should avoid tokenism.

At this stage, learning opportunities should be focused upon a range of religions and views of life appropriate to the students and the selected curriculum content, having regard to prior learning and the value of both depth and breadth in studying religions. Schools may plan their provision for the key stage including topics selected from those listed below, or designed by the school in line with all the general requirements of the syllabus.

There is considerable flexibility for schools in devising programmes of study for 16-19s, and the units of study can be delivered in various ways, including through core and enrichment programmes of study, general studies, examined courses, as day conferences or through integrated work in a number of subjects.

The Agreed Syllabus Conference wishes to draw attention to the SCAA/QCA publication 'Religious Education 16-19' (reference: RE/95/299, ISBN: 1 85838 074 X) as a source of guidance for schools. A copy of this booklet is included on the Agreed Syllabus disc.

Suggested potential unit titles for RE 16-19:

- **Religion in film and media:** what stereotypes and prejudices are apparent? What is the best kind of religious broadcasting? How does, and how should, the media represent religious and spiritual ideas and communities?
- **The ethics of birth and death:** Is 'playing god' ever justifiable? What makes a decision about the sanctity of life right or wrong, and who should do the deciding?
- **Good and evil:** spiritual questions about a world of suffering, psychological, philosophical, sociological and theological responses.
- **Science and faith:** complimentary or contradictory? Exploring the forms of knowledge in faith and in scientific enquiry and competing accounts of the value of each.
- **God, ethics and sexuality:** where do our principles for love and partnership come from? How are they changing? Why is it that sexuality is the source of many of both life's best and worst experiences? How do religious communities express their sex ethics?
- **Inter faith issues:** how can we build communities of respect for the well being of all in a religiously plural world?
- **Adult spirituality:** exploring some spiritual ways of life for grown up humans.
- **Who needs God in the 21st Century?** Examining arguments and experience of atheists and theists.
- **Film and faith:** how is spirituality dealt with in some recent films? How is Judaism, Islam, Buddhism or atheism represented in film?
- **Rage or despair?** How can our reactions to what is wrong in the world be used to change the world? Exploring Job, Psalms, Ecclesiastes and other Jewish scripture to find insight into contemporary issues.



“If I could ask God one question, I'd ask... Why did you make humans?”

Every Child Matters in RE

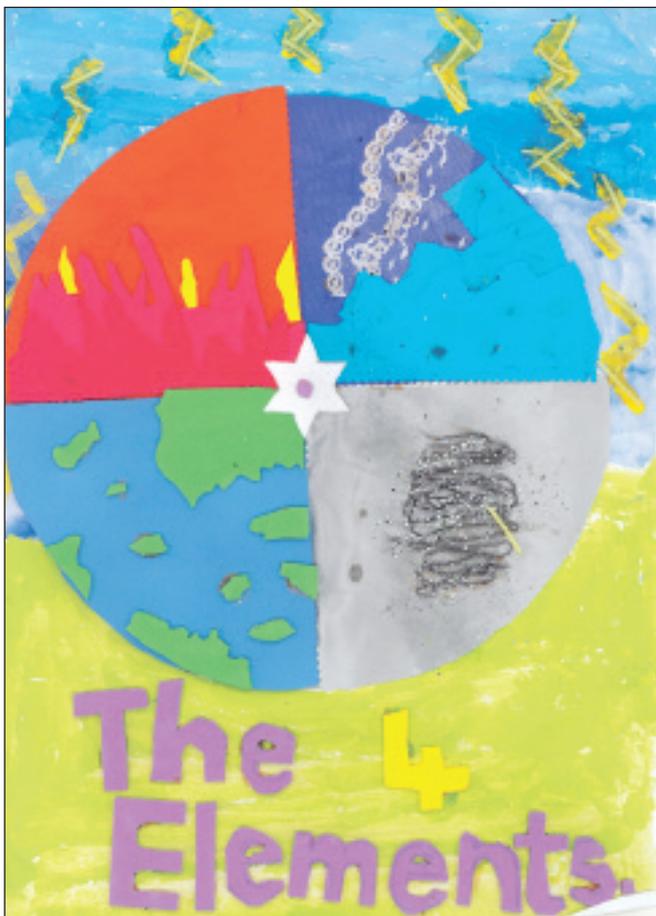
The Agreed Syllabus for Religious Education is fully in line with the government strategies that promote access, inclusion and individual learning. The planning and delivery model allows exploration of the human condition supporting the philosophy that **every person matters**. The Agreed Syllabus for RE makes a significant contribution to the implementation of the view that 'Every Child Matters' through its explorations of religious and ethical teachings and ideas.

	Examples of the meaning of this outcome connected to RE	Practical classroom connections and examples for the RE teacher:
RE encourages children to be healthy through:	<ul style="list-style-type: none"> exploring what it means to respect the body, while reflecting on religious beliefs, investigating healthy living through religious teachings about food and drink, caring for the environment exploring attitudes to sexual relationships that promote the well being of all encouraging a healthy mind and spirit through reflective activities such as circle time that enable pupils to understand prayer, stilling and meditation, and taking part in reasoned debate encouraging a positive self-image by enabling personal reflection and exploration of ideas about the self from different religious traditions enabling the consideration of teachings and examples from the faiths about self-respect, drug taking and intoxicants. 	<ul style="list-style-type: none"> finding out about how a baby is welcomed into the community recognising and exploring the ways religions honour the earth, and some issues about the human impact on the planet learning about practice and belief to do with weddings and marriage in religious ways of life exploring varied attitudes to sexuality and loving relationships from religions and beliefs thinking about what Hindus mean by the law of Karma and how our own actions can have good or bad consequences considering questions about the value or sanctity of human life describing the importance, for some people, of prayer, meditation, calmness or stillness in life's rhythms asking what is meant by 'spiritual health and well being', and thinking about different answers.
RE helps children to stay safe by:	<ul style="list-style-type: none"> giving opportunities to explore prejudice and discrimination including teachings from the faiths offering opportunities to consider rules and principles that guide individuals within communities and support the vulnerable encouraging pupils to understand the difference between right and wrong helping them to consider who should be their role models reflecting on the value of security gained from family life, from religious community and ritual, from faith in the transcendent and from other sources encouraging them to be increasingly able to take responsibility for who and what they are. 	<ul style="list-style-type: none"> exploring issues of conflict and violence through stories of Gandhi or Dr Martin Luther King using the Jewish Ten Commandments or the Buddhist 5 Precepts to think about pupils' own ways of life looking at dilemmas from religious story and considering how we decide what is good thinking about why Guru Nanak or Moses are seen as role models in their religions considering how religious family life can be supported by shared faith using ideas about religious identity to think about their own identity.

<p>RE helps children to enjoy and achieve by:</p>	<ul style="list-style-type: none"> • providing a rigorous, challenging, good quality RE curriculum that enables pupils to learn about themselves and others through exploring religion and the big questions of life • encountering living faith (eg through visits and visitors) and being given opportunities to ask and develop answers to their own questions of meaning and purpose • setting clear and challenging standards, assessment criteria, enabling all pupils to take pride in their achievements in RE • raising standards by promoting national accreditation of RE achievements for 14-19s • creating an inclusive RE curriculum that inspires all pupils, including those with additional educational needs 	<ul style="list-style-type: none"> • using religious concepts and beliefs to provoke thinking about pupils' own beliefs and ideas • visiting places of worship to develop understanding of community life and faith • use adults other than teachers to contribute to pupils' learning about religions through welcoming visitors to school in RE • giving pupils time and space to produce RE work of which they can be proud • using the widest possible range of learning styles to explore religious and spiritual questions • giving pupils' musical, artistic and creative models of learning in and tasks that use their creative skills • using all available opportunities to credit the achievements of pupils in RE • understanding that there are not final, specific right or wrong answers • taking opportunities to express pupils' own beliefs, values and ideas.
<p>RE helps children to make a positive contribution by:</p>	<ul style="list-style-type: none"> • enabling pupils to explore concepts of identity, community and belonging in religions, and develop positive views of their own and respect for others • encouraging pupils to evaluate the impact of religious rules and codes for living, and the meaning of being 'law abiding' • giving opportunities to consider the nature of 'being human' and the positive common bonds found in shared human experiences, and a shared global environment • enabling pupils to express their own views and ideas on all the questions RE addresses • encouraging open mindedness in handling disputed questions, developing the ability to disagree respectfully. 	<ul style="list-style-type: none"> • study the ways faith and belief communities work together • think about the value of keeping the law, and the occasional circumstances where it might be good to break the law • consider the experiences of human life that we all share, and how this can make for cohesive communities • using circle time or philosophy for children methods to explore 'big questions' • develop pupils' skills in handling controversy by considering religious disagreements reasonably, eg between theists and atheists.

RE helps children to achieve economic wellbeing by:

- experiencing a curriculum that will allow them to grow and develop into individuals prepared for working life, able to flourish in the workplace
- giving opportunities to consider, and sometimes challenge the meaning of 'economic well being' through studying the responses of faith to money, wealth, poverty, generosity, community and responsibility
- exploring religious critiques of materialism and consumerism in a balanced way
- providing all learners (at KS4 or 14 - 19) with the opportunity to achieve a nationally accredited RE/RS qualification
- encouraging an interest in religious and spiritual issues that enables life long learning.
- exploring the impact of beliefs on different kinds of work
- learning about how different religions encourage generosity, eg through Zakat in Islam, langar and Sewa in the Sikh religion, or via many charities
- considering how things can be valued, apart from financial values
- exploring the ways in which religions and belief systems exalt learning or hold education to be valuable, and the values pupils find in learning
- in studying fair trade, writing letters to the staff, local shop etc explaining the importance of stocking fair trade products
- using teaching and learning strategies which will support children to work in groups eg philosophy for children, fair listening and speaking, hot seating, conscience alley
- studying the link between faith, beliefs and environmental issues
- consider how religious beliefs link to environmental issues.



**“If I could ask God one question, I’d ask...
Nothing because the answers to my questions are in the Qur’an and will be revealed on the day of Judgement.”**

Social and Emotional Aspects of Learning in RE (SEAL)

Religious Education provides profound opportunities for pupils to consider questions of identity, diversity, meaning and values, and so has a significant relationship to many of the topics covered in the SEAL curriculum.

Through its distinctive subject matter, the RE curriculum will make a key contribution to pupils' personal development; spiritually, morally, socially and culturally. Therefore, lessons in SEAL should include religious viewpoints and issues arising where possible.

Many schools will be able to plan good RE using SEAL themes and materials, across Key Stages 1-4.

Religious education shares concerns with the SEAL programmes to offer opportunities for pupils to think about themes including 'New beginnings', saying 'no' to bullying, looking at issues of identity and self esteem in 'Good to be me', exploring changes, thinking about getting on and falling out, building motivation through 'Going for goals' and deepening relationships to improve learning. Through the programmes, pupils develop empathy, social skills, self-awareness, and the ability to manage feelings and motivation.

RE adds the richness of diversity to these programmes by enabling pupils to learn about religions in connection with the SEAL themes. Religious story, practice, teaching and community life are rich and energising sources for this work.

Further information can be found in the cross curricular section of the SEAL guidance booklets (<http://nationalstrategies.standards.dcsf.gov.uk/primary/behaviourattendanceandseal/primaryseal>).



RE and the duty of schools to promote community cohesion

Our vision in Nottingham and Nottinghamshire is of a community where people of different faiths and no faith live harmoniously side by side, displaying mutual respect, understanding and friendship. It is essential that our children and young people are supported in developing these qualities and whilst growing in confidence achieve a level of critical awareness that helps them to become builders and shapers of a better Nottingham and Nottinghamshire. Under the Race Relations (Amendment) Act 2000, schools have a duty to eliminate unlawful racial discrimination and to promote equality of opportunity and good relations between people of different groups. Local authorities, religious or non-religious organisations have an important role in supporting schools to discharge the duty to promote community cohesion.

The guidance advises that “every school is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs”. A recurring theme of model syllabi for religious education is to “develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a world of diverse religions”. Most also have a requirement to examine the consequences of anti-social behaviour such as racism and to develop strategies for dealing with it. Equally, OFSTED also points to the major contribution RE makes to “valuing diversity, promoting multicultural understanding and respect”. The community cohesion agenda “is about how to avoid the corrosive effects of intolerance and harassment ...as race and faith are often seen as the most frequent friction points between communities, and the most visible sources of tension”.

It is too simplistic to assume that merely by teaching about the six major world religions, RE as a curriculum area will automatically contribute to community cohesion; there is a risk of reinforcing stereotypes in this subject area eg ‘Muslims are from Pakistan’ or ‘Christians are white’. It is important to emphasise that these are ‘world’ religions and to seek opportunities and resources that will break down inaccurate, even racist assumptions about people of other faiths. Each religion in fact contains diverse traditions and beliefs and each one is multicultural itself; its forms and followers vary in ethnicity, language, customs and practices.

It is important to identify links and similarities between the different religions and their practices, encouraging mutual respect, understanding and tolerance. For example, Christians, Jews and Muslims all recognise the importance of Jesus within their religious tradition, holding some aspects in common and diverging on other fundamental points. As well as learning about the historical and current relationship between cultures, pupils should study the way in which one religion has influenced the development of another.

RE is an ideal vehicle for building links with local faith communities in the local area of the school. Pupils need opportunities to meet people of different faiths and cultures to develop a respect for those who believe, think and practice differently, without feeling that their own identity or views are threatened. In fact, pupils can deepen and clarify their sense of identity through their encounter with the ‘other’. The community cohesion guidance states that “through their ethos and curriculum schools can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common

experiences". It is important to set ground rules for discussion when religious differences are explored, in order to create a safe and positive environment. This is particularly relevant where there may be media misrepresentations and commonly held negative stereotypes eg Islamophobia.

In terms of Community Cohesion in Nottingham and Nottinghamshire, it is more meaningful to pupils if the religions taught include those of their own families and communities, including smaller faith groups in order to accord equal value and respect. Similarly, children should learn that non-religious perspectives on life are also valid and widespread. Large numbers of our pupils come from families where no religion is practised and they must not be made to feel that their lives or families are less worthy as a result.



Respect: important because...
If you want someone to respect you, you need to respect them

Learning and Teaching in Religious Education.

This section of the syllabus establishes the requirements for good RE with regard to key skills and processes in learning.

A key intention of the Nottingham and Nottinghamshire Agreed Syllabus for RE is to raise standards in the subject by enabling teachers to use a full range of high quality teaching and learning strategies in the subject.

Assessment for learning

It is through the processes of teaching and learning that pupils demonstrate their achievements. While RE will need some summative assessment, it is the learning purposes of assessment activity that this syllabus places to the fore. The emphases need to fall on:

- setting tasks that enable all pupil to show what they can achieve
- using clear criteria, shared with pupils, to see what a learner can do now, and can do next
- balancing assessment of the acquisition of knowledge and understanding (AT1, Learning about religions) with the assessment of development of skills of engagement, reflection and response (AT2, learning from religion)
- using and building up pupils' self-awareness about what they learn and how they learn in RE
- agreeing targets for further learning between teachers and learners.

The syllabus focuses at every point on how pupils can be enabled to learn – a diverse range of learning styles and teaching strategies make for good standards in RE.

Pupils as learners

Religious education aims for learning that goes beyond the shallow replication of factual knowledge, to the deeper development of understanding and the profound levels of learning where perceptions and values create meaning and purpose. This aim applies to all pupils. Different learners have different learning preferences: these include linguistic, logical, mathematical, visual, spatial, bodily, kinaesthetic, musical, interpersonal and intra-personal. Well planned RE will meet the full range of learning needs of all pupils.

Values and attitudes

RE has some central concerns about the development of values and attitudes through the skills of clarification, discussion, disagreement and reflection. Insight into the implications of our values, and their application to others as well as ourselves is a suitable focus for learning at any key stage. RE uses higher order thinking skills to explore how our values and attitudes influence behaviour and ideas, and the ways in which religious values and attitudes are often rooted into traditions of belief.

Learning styles and tools for teaching

Standards in RE benefit from the careful selection of learning tools, including individual work, paired and small group work, collaborative learning and whole class teaching. The Agreed Syllabus focuses on handling questions as a key to good learning in RE and good teachers will provide a range of learning tasks including those that use multi-sensory learning, logic and

reasoning, affective and emotional learning, experiential work, problem solving or problem centred strategies and creative and imaginative work.

Partnerships in learning

Learning is not confined to lessons. In RE, partnerships between family, school, the wider community and the religious communities of Nottingham and Nottinghamshire can contribute to effective, authentic learning in many ways. The use of homework is a good example: RE homework can be most productive when pupils understand clearly what is asked of them, why it is relevant to their continuing studies in lessons, and how parents and other carers may be able to help them. Visits and visitors in RE from different communities of faith provide another key partnership: such events make demands upon teachers, but can be richly worthwhile in enabling pupils to hear, meet and be in dialogue with religious people and authentic religious materials.

Teachers' learning

Many teachers, especially those with other specialisms, feel that confidence in their own knowledge is an issue in RE. This can lead to narrowing of the range of learning opportunities offered in RE. The Local Authority has a continuing commitment to developing the provision for teachers to plan, manage and teach RE well. This RE Agreed Syllabus and its support materials are a part of Nottingham and Nottinghamshire's investment in teaching RE well. School based staff development also has a significant place in enabling teachers to be effective in their RE work.

Effectiveness in teaching and learning.

Effective learning in RE occurs in an environment of integrity and respect, uses a range of teaching methods, is responsive to the learning needs of individuals and groups, provides opportunities to celebrate achievement and success, and is reflective, asking 'what is working well here? What could be improved?' Good schools will monitor learning in a variety of ways in RE, and seek continuing improvement in pupils' achievements.

Communication

In RE, pupils encounter a range of distinctive and specialist forms of written and spoken language, including sacred texts, stories, history, poetry, prayer, creeds, liturgy, symbolic language and worship. These are powerful uses of language, linked to fundamental human needs and aspirations. Religious and spiritual communication may also use music, or the expressive arts.

RE has distinctive concepts and terminology, which stimulate pupils to use their language skills to reflect on their own experiences, and to help them understand and appreciate their spiritual, moral and cultural inheritance.

In particular, pupils learn to talk and write with knowledge and understanding about religious and other beliefs and values; to discuss many of the fundamental questions of life; to construct reasoned arguments; to think reflectively and critically about spiritual, moral, social and cultural issues; and to present information and insights about these issues in words and symbols. Moreover, RE emphasises that truly effective communication also includes an empathetic understanding of people, their beliefs and values, and the issues that concern them.

RE and the use of language

Along with other subjects of the curriculum, RE both contributes to and gains from the development of high standards in reading, writing, talking and listening. RE offers particular opportunities for pupils to develop their language skills in working with symbolic language, the explanatory power of metaphor, the language of debate, discussion and argument, belief, value, questioning, perspectives and opinions. Especially with regard to text level work, religious text is a rich source of learning and stimulus in RE. RE makes extensive use of the tools of dialogue, conversation and discussion in setting high standards. This syllabus provides for interactions between RE and language work that set high standards of learning for all pupils.

Information and communication technology skills

RE provides opportunities for pupils to use and develop their information and communication technology (ICT) skills. In particular, ICT can support the activities of finding information about beliefs, teachings and practices and their impact on individuals, communities and cultures. ICT can help pupils to communicate and exchange information and understanding with others and to investigate and record data. Many faith communities use ICT on a world-wide basis. ICT skills can also enable pupils to encounter religion in ways that are authentic, diverse, contemporary and global.

Working with others

RE provides opportunities for pupils to work cooperatively, sharing ideas, discussing beliefs, values and practices and learning from each other. RE can focus on the skills of learning from other people, and of listening well to those whose perspective is different to one's own. RE is also centrally concerned with questions about conflict and its resolution, tolerance, sensitivity and respect, making a key contribution in these areas to pupils' preparation for adult life in plural societies.

Improving own learning and performance

RE includes learning about taking responsibility for oneself and others. The beliefs and values studied are the foundation for personal integrity and choice. Such study is personally challenging and relevant to many aspects of learning and achievement throughout life, including future careers. Skills of awareness and reflection on change are at the heart of some good RE practice.

Problem solving

RE deals with religious and moral beliefs and values that underpin individual problem solving and decision making. Examples include exploring hard questions about living together and about life's mysteries; examples might include questions of meaning and purpose, bullying, personal relationships (including sexual relationships), striving for ideals, the use of money and facing bereavement. Problem centred learning is important in RE, where humanity's ultimate questions cannot be easily solved, and where the explorations of faith, of the spiritual dimension and of ideas of truth are at the heart of the learning process.

RE, PSHE and Citizenship

Religious education shares some important objectives with personal, social and health education and citizenship education. This syllabus requires that provision for RE should be clearly identifiable

and distinct from other curriculum areas, but recognises that issues of, for example, identity, community, culture, ethnicity, respect, plurality, ethics and beliefs may be taught within RE and make a substantial contribution to pupils' education and development personally and as young citizens. RE has a particular focus upon community and global questions, and Citizenship and PSHE may be enriched through attending to the opportunity to encounter some religious ways of seeing the world.

Thinking skills

RE is an academic subject, based on learning about and understanding Christianity and the other principal religions of the UK. Skills of research, selection, analysis, interpretation, reflection, empathy, discernment, synthesis, application, expression, communication and evaluation are promoted for pupils from an early age. RE is in some ways a natural thinking centre for the curriculum, and the tools of critical thinking and analysis are increasingly useful to the teacher of RE. The study of religion is a rigorous activity involving a variety of intellectual disciplines and skills. These include learning about the sacred texts of the world; understanding the development, history and contemporary forms of religious belief and practice; studying philosophy and ethics; and undertaking studies into the phenomena, psychology, sociology and theology of religion.

Creative and cultural aspects of the curriculum

The range of beliefs and values studied in RE relates to questions of human nature and personality, personal fulfilment and vocation, sources of inspiration and discovery, and the connection between beliefs, values and the arts. RE has a focus upon expressing the spiritual through a variety of means, including creativity. RE enables pupils to learn from the spirituality of the arts, and to be creative for themselves. RE seeks to enable all pupils to appreciate the value of cultural diversity through learning from religion.

Education for racial equality and community cohesion

The damaging effects of xenophobia, racial stereotyping and the place of human hatred and conflict in history and the contemporary world raise questions about belief and behaviour for all pupils. RE has a focus upon enabling pupils to develop attitudes of tolerance and respect for those who see the world in a different way to themselves, and upon promoting dialogue between pupils about issues of belief, community and religion. In these ways RE can make a key contribution to anti-racist education and education for community cohesion for the well being of all in a plural society.

Inclusion and Religious Education

In law and in practice, RE is for all, so all pupils are entitled to full access to the RE curriculum. This includes all those with particular learning needs such as pupils with any special educational needs, pupils from smaller religious communities, gifted and talented pupils, those from the full range of ethnic groups and both boys and girls. Pupils with statements of special educational needs are to be taught the Agreed Syllabus as far as is practicable. This syllabus emphasises the educational value of reflecting on experience and responding to religion, alongside the development of knowledge and understanding of religions: the opportunities for RE to contribute to the learning of all pupils are rich and diverse.

Education for sustainable development and environmental awareness

How human beings treat each other, the living world and their environment and use the world's resources depends on their understanding both of the world's and their own significance. Such significance is reflected in the beliefs and stories about the origin and value of life which are held to be sacred in particular religious traditions. RE has a focus upon the moral and spiritual understanding of questions about poverty, equality, justice, environment and values.

Financial capability and economic awareness

RE deals with the issues of the value and proper use of personal property, including money. These include means of acquisition, responsible use, taking care of others and giving to charity. RE includes a clear focus upon the ethics of money, exploring what is good and evil in relation to wealth and poverty. The skills of critical reflection and analysis with regard to the use and abuse of money are integral to RE.

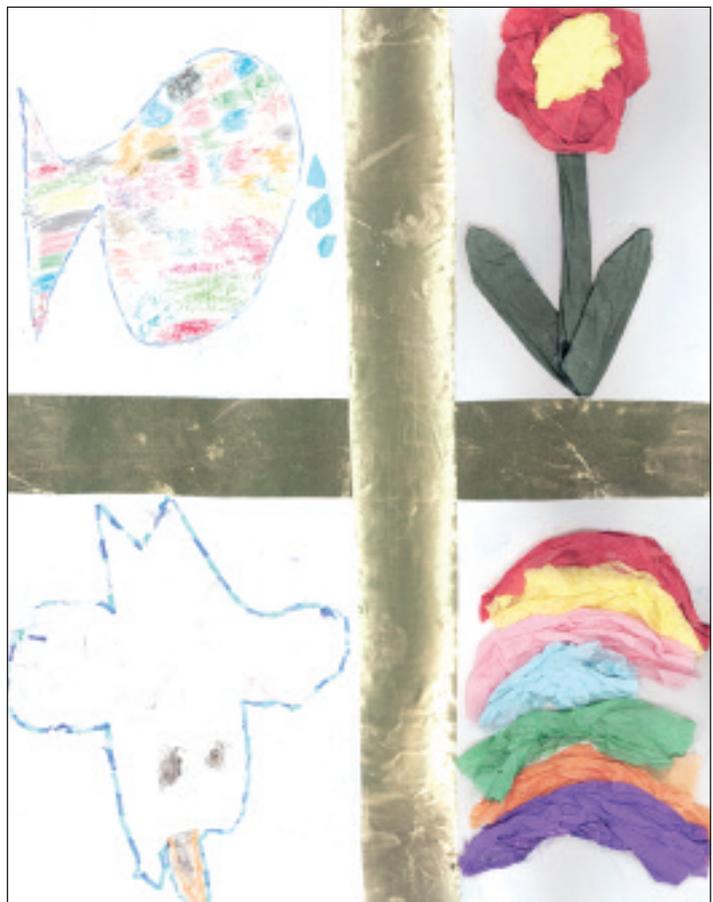
Enterprise education

How and why human beings work for themselves and others is a fundamental question of beliefs and values, to which learning in RE makes a contribution in its study of religions and other belief systems. RE asks analytical and critical questions of purpose in this and other areas.

Health and Safety

The general requirements for a safe and healthy school include teaching pupils to notice and take account of risks and hazards in their environment, and in work that takes them to any unfamiliar environment. In RE, for example in visiting places of worship and other classroom work, this requirement applies.

“What I like to do in RE is:
Everything – because it's interesting and fun to learn about.”



Personal Learning and Thinking Skills for RE:

Skills for learning in RE
<p>Investigation - in RE this includes:</p> <ul style="list-style-type: none">• asking relevant questions• knowing how to use different types of sources as a way of gathering information• knowing what may constitute evidence for understanding religions.
<p>Expression - in RE this includes:</p> <ul style="list-style-type: none">• the ability to explain concepts, rituals and practices• the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.
<p>Interpretation - in RE this includes:</p> <ul style="list-style-type: none">• the ability to draw meaning from artefacts, works of art, poetry and symbolism• the ability to suggest meanings of religious texts.
<p>Reflection - in RE this includes:</p> <ul style="list-style-type: none">• the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices• the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.
<p>Empathy - in RE this includes:</p> <ul style="list-style-type: none">• the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others• developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow• the ability to see the world through the eyes of others, and to see issues from their point of view.
<p>Application - in RE this includes:</p> <ul style="list-style-type: none">• making the association between religions and individual community, national and international life• identifying key religious values and their interplay with secular ones.
<p>Discernment - in RE this includes:</p> <ul style="list-style-type: none">• explaining the significance of aspects of religious belief and practice• developing insight into people, motives, actions and consequences• seeing clearly how individuals might learn from the religions they study for themselves.
<p>Analysis - in RE this includes:</p> <ul style="list-style-type: none">• distinguishing between opinion, belief and fact• distinguishing between the features of different religions.
<p>Synthesis - in RE this includes:</p> <ul style="list-style-type: none">• linking significant features of religion together in a coherent pattern• connecting different aspects of life into a meaningful whole.
<p>Evaluation - in RE this includes:</p> <ul style="list-style-type: none">• the ability to debate issues of religious significance with reference to evidence and argument• weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

<p>The personal, learning and thinking skills which the curriculum develops are applicable to RE.</p>	<p>Some practical and content specific examples of ways in which pupils develop and apply these skills in RE.</p>
<p>Independent enquirers</p> <p>Focus:</p> <p>Learners process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p> <p>Learners will:</p> <ul style="list-style-type: none"> • identify questions to answer and problems to resolve, plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives, analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence. 	<ul style="list-style-type: none"> • Pupils plan to find out for themselves what religious belief is like in our neighbourhood. Every pupil takes two adults other than teachers through a questionnaire. They make a database of their responses. • Pupils organise a debate about whether all religions and beliefs should be taught in school RE, collecting ideas from members of different religions represented in the school. They use atheist ideas as well. • Pupils arrange six different arguments in order of strength to respond to the idea that when we're dead, that's the end of us. • Pupils visit a hospital and interview a range of staff about how religion and belief affects areas such as catering, nursing or counselling.
<p>Creative thinkers</p> <p>Focus:</p> <p>Learners think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.</p> <p>Learners will:</p> <ul style="list-style-type: none"> • generate ideas and explore possibilities • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through • adapt ideas as circumstances change. 	<ul style="list-style-type: none"> • Pupils are given the task of designing a space for worship or quiet reflection in a school suitable for members of any religious tradition or none. They work on two different designs, one that has different areas for different religions and beliefs, one that anyone could use. • Pupils working on creation narratives from holy books spend time on the question: 'If you were creating a new world, what would you change and what would you leave the same?' The question enables creative exploration of good and evil. • Pupils hear three pieces of spiritual/religious music, and create poetry or a sequence of dance movements that expresses the same emotions or ideas as they hear in the music. This uses different media to explore spirituality.

Reflective learners

Focus:

Learners evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Learners will:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

- Pupils make a comparison between the Jewish festival of Sukkot, Christian Easter and the Glastonbury Festival. They peer-review their work to see if the similarities and difference others have spotted are shared. They reflect on the significance of celebration in human life.
- Following a module of work on sanctity of life issues, pupils discuss whether they have used methods from sociology, theology, political studies and philosophy equally. They finalise their work for a balanced approach.
- Pupils evaluate the personal and learning impact of visiting a Mosque and a Church: what is the impact of sacred space on my ideas?
- Pupils compare their own piece of extended writing about the value of a religious pilgrimage with a model answer and a set of assessment criteria. They set themselves targets to improve their next piece of work.

Team workers

Focus:

Learners work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Learners will:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

- To illustrate the concept of community strength, pupils cooperate to build bridges out of straws and paper. The idea of a bridge as a metaphor for the Buddhist Sangha is explored.
- A group of seven pupils are planning a shared investigation into a religion they have not studied before. Each one takes one of Smart's 'dimensions' of religion and produces a piece of work about it to share round the group.
- Pupils plan a role play in which members of different faith groups work together in an anti-poverty charity. Each must be assertive about their own faith and respectful of others.
- Pupils contribute to an online forum debate to decide whether they should invite a religious visitor into school rather than visit their place of worship.

Self managers

Focus:

Learners organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Learners will:

- seek out challenges or new responsibilities and show flexibility when priorities change, work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

- Pupils are invited to plan their own learning with regard to Christian and Hindu belief about life after death. The teacher facilitates, but doesn't intervene. Research skills of investigation and enquiry are built up – and assessed
- Pupils are given a choice of four religious charities to study in an RE/Citizenship project on global development. With structured support, they each choose a charity, three main questions, two sources of information and produce one piece of work as an outcome in a media of their choice.
- Emotional and spiritual literacy is developed through guided reflection in RE: pupils are given several choices of how to follow up the session, and freedom to follow the path they choose.

Effective participators

Focus:

Learners actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Learners will:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

- Pupils hold group discussions: which religion should we follow if we want to save the planet? Each in the group tries to persuade others whilst encouraging those with opposing views to participate.
- After learning about Christian art, pupils work together in pairs to identify and create works of art for the local Church they have visited, making concepts like 'Incarnation' 'Trinity' and 'Fellowship' the focus of their work.
- Using the strategy called 'Reflection Alley', pupils advise each other on moral and religious dilemmas, expressing arguments for views they don't actually believe in themselves.
- Pupils write a letter to the planning department of their local authority arguing the case for the provision of a place of worship for a religion or belief which is different from their own.

Attitudes in RE

Attitudes such as respect for others and respect for the truth, care for all people and determination to achieve should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education. These attitudes enable learners to enter fully into the study of religions, and are in turn fostered and deepened by the study of RE.

The following four attitudes are central to RE in this Agreed Syllabus and are essential for good learning in religious education. They should be developed at each stage or phase of religious education:

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

Four key attitudes in RE	Examples of the ways RE can build and develop these attitudes
<p>Self-awareness in religious education includes pupils:</p> <ul style="list-style-type: none"> • feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule • developing a realistic and positive sense of their own religious, moral and spiritual ideas • recognising their own uniqueness as human beings and affirming their self-worth • becoming increasingly sensitive to the impact of their ideas and behaviour on other people. 	<p>Pupils may be able to show self awareness through:</p> <ul style="list-style-type: none"> • talking about their own way of life and different ways of life seen in some religions • exploring what makes them special or unique in increasing depth • being able to value their own way of life as well as that of others • expressing and exploring their own sense of what matters most in human life, including reference to values and spirituality • using concepts such as identity, faith and culture to explain who they are and where they belong • analysing their own beliefs and values carefully and with reference to some religious alternatives • developing increasing self confidence in tandem with empathic appreciation of others.
<p>Respect for all in religious education includes pupils:</p> <ul style="list-style-type: none"> • developing skills of listening and a willingness to learn from others, even when others’ views are different from their own • being ready to value difference and diversity for the common good • appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society • being prepared to recognise and acknowledge their own bias • being sensitive to the feelings and ideas of others. 	<p>Pupils may be able to show respect for all through:</p> <ul style="list-style-type: none"> • talking about what is fair and unfair, just and unjust, for themselves and for others • the avoidance of ridicule • the development of tolerance and the move from tolerance to respect • applying ideas about fairness and respect from religious teachings to a range of different situations • the widening and deepening of willingness to learn from others and to respect the rights and views of all • considering issues of racism, sexism or religious prejudice with reference to teachings about equality • analysing the causes and consequences of unfairness and suggesting how a more fair society can be built.

<p>Open-mindedness in religious education includes pupils:</p> <ul style="list-style-type: none"> • being willing to learn and gain new understanding • engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions • being willing to go beyond surface impressions • distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith. 	<p>Pupils may be able to show an attitude of open-mindedness through:</p> <ul style="list-style-type: none"> • beginning to use information and ideas from other people to answer big questions for themselves • talking about the reasons people give for their beliefs • describing how people react to the beliefs of others, and beginning to see different sides to arguments about religious questions • showing that they can hold and justify opinions about religious and spiritual questions, referring to religious sources, arguments and experiences • using evidence, reason and experience to express insights into religious or spiritual controversies • considering what makes some people narrow minded or closed to new ideas, and what makes others open minded • considering and explaining the differences between superstition, prejudice, opinion, belief, conviction and knowledge • applying the idea of open mindedness critically to their own views as well as others' views.
<p>Appreciation and wonder in religious education includes pupils:</p> <ul style="list-style-type: none"> • developing their imagination and curiosity • recognising that knowledge is bounded by mystery • appreciating the sense of wonder at the world in which they live • developing their capacity to respond to questions of meaning and purpose. 	<p>Pupils may be able to show appreciation and wonder through:</p> <ul style="list-style-type: none"> • taking time to think in RE • engaging in and enjoying experiences that stimulate wonder • asking questions about the 'why' of religion, and suggesting answers that refer to religious teachings and their own ideas • being increasingly able to talk about mystery and about what is puzzling or profound in life • practising openness and thoughtful reflection on mysterious experiences and questions with increasing insight and discernment • analysing the differences between different religious viewpoints and accounting for these with discernment in their own terms.

**“If I could ask God one question, I'd ask...
 What is it like in heaven?
 ...Is my granddad okay – because I miss him.”**

Achievement: The 2 Attainment Targets for RE

Nottingham and Nottinghamshire’s 8 level scale of expectations in RE

This scale of expectations is a statutory part of the syllabus insofar as it sets the expectations to which teachers must work and defines the progression in learning that RE teaching envisages. The use of levels for marking, recording and reporting to parents is not a requirement – general reporting regulations mean that schools must report to parents annually on the child’s ‘progress and attainment with regard to the subjects of the curriculum’ and RE is included in this general requirement. The use of the levels for reporting in is a matter for schools to decide.

Attainment targets and level descriptions

The attainment targets for RE set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of the key stage. The attainment targets consist of 8 level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The key indicators of attainment in RE are contained in three strands for Attainment Target 1 (Learning about religions, in plain text) and three strands for *Attainment Target 2 (learning from religion, in italic text)*. They are:

- knowledge and understanding of religious beliefs, teachings and sources }
 • knowledge and understanding of religious practices and lifestyles } AT1
 • knowledge and understanding of ways of expressing meaning }
- *skill of asking and responding to questions of identity, diversity and experience* }
 • *skill of asking and responding to questions of meaning, purpose and truth* } AT2
 • *skill of asking and responding to questions of values, commitment and spirituality* }

The level descriptions provide the basis to make judgements about pupils’ performance at the end of Key Stages 1, 2 and 3. At Key Stage 4, national qualifications are the main means of assessing attainment in RE.

Range of levels within which the great majority of pupils are expected to work		Expected attainment for the majority of pupils at the end of the key stage	
Key Stage 1	1-3	At age 7	2
Key Stage 2	2-5	At age 11	4
Key Stage 3	3-7	At age 14	5/6

Assessing attainment at the end of a key stage

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. Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA’s annual booklets about assessment and reporting arrangements. There are no national statutory assessment requirements in RE.

Standards and Expectations of Achievement

When using the scale in action, the following points guide good practice:

- The Agreed Syllabus 8 level scale for RE is to be used to set high standards of learning. It is intended to provide teachers with a supportive professional tool, and to enable teachers to be confident in setting standards in their RE work.
- In planning, teachers will find that using the levels provides helpful focus for a differentiated curriculum that enables continuity and progression towards the highest possible standards for each pupil.
- Learning activities planned for particular classes will often focus upon a small or particular aspect of pupils' attainment. Again, the teacher's professional judgement is central to monitoring pupils' progress.
- Teachers working together, for example in the same school, or in a 'pyramid' family or cluster of schools, will often find it helpful to discuss the application of the levels in planning and to pupils' work. QCA offers some help in this process: www.qca.org.uk/re
- The transfer of usable, accurate information about achievement between key stages and phases makes a powerful contribution to setting high standards in RE 5-14.
- RE has important aspects, such as its contribution to providing opportunities for spiritual development, or developing positive attitudes to those who hold different beliefs to oneself, which are not open to individual assessment using the 8 level scale. The Agreed Syllabus recognises this. Schools may want to find other ways to credit and celebrate such achievements.
- Schools may judge that it is appropriate to report levels to parents at the end of each year or key stage.
- This Syllabus requires schools to give parents an annual report on each child's attainment and progress in religious education, in line with the national reporting requirements of the Department for Children Schools and Families. However, use of the levels in this report is not statutory: it is a matter for schools to decide.

Using the levels with pupils

Where schools choose to use the levels to assess evidence of learning by particular pupils, or to mark particular pieces of work, or to report attainment to parents, the following points guide good practice:

- The professional judgement of the teacher of RE about the pupils' achievements is the most important factor in the assessment process: the levels are a tool, but the teacher makes the judgements about learning and achievement.
- Pupils may achieve different levels with regard to AT1 and AT2 in RE.
- It is good practice, when assigning a level to a piece of evidence of a pupil's achievement to base the decision upon the teacher's judgement of the 'best fit' description. A single piece of work will only rarely show achievement with reference to the whole of the level descriptor.
- Pupils will usually demonstrate some parts or aspects of a level before they can consistently and securely achieve all that the level descriptor includes. They are working towards the levels described.
- Pupils are often able to speak about religious issues at a higher level than they are able to write. Oral evidence of achievement through speaking and listening is a significant part of the evidence teachers need in evaluating what pupils can do.
- There are some significant difficulties attached to using the levels for regular feedback to children about their week-to-week work. For example, there is little incentive in getting 'level three' week after week, and pupils will not learn much from such general feedback. Teachers are encouraged to give pupils informative, clear and diagnostic feedback.
- The use of 'sub levels' by some schools is not supported by this syllabus. There are dangers in assessment structures modelled on subjects where there are several hours of teaching time per week and applied without thought to RE, where an hour a week is normal. These dangers are, principally, of unmanageable and invalid assessment practice, which serves no purpose in improving pupil's learning.

	AT1. Learning about religions: this includes exploring and examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning.	AT2. Learning from religions: this includes exploring and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality.
1 Recognising and talking about religion	<p>Pupils:</p> <ul style="list-style-type: none"> • use some religious words and phrases to recognise and name features of religious life and practice • can recall religious stories, actions, celebrations and recognise religious symbols, words, gestures and artefacts. 	<p>Pupils express and talk about</p> <ul style="list-style-type: none"> • their own experiences, feelings and celebrations • what they find interesting or puzzling • what is of value and concern to themselves and to others.
2 Retelling stories, identifying religious materials and asking questions	<p>Pupils:</p> <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 and suggest meanings for religious stories, actions and symbols • identify how religion is expressed in different ways. 	<p>Pupils:</p> <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 • in relation to matters of right and wrong, recognise their own values and those of others.
3 Describing religion and making links to their own experience	<p>Pupils:</p> <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' lifestyles • describe some forms of religious expression. 	<p>Pupils:</p> <ul style="list-style-type: none"> • identify what influences them, making links between aspects of their own and others' experiences • ask important questions about religious beliefs and lifestyles, linking their own and others' responses • make links between values and commitments, and their own attitudes and behaviour.
4 Showing understanding of religion and applying ideas themselves	<p>Pupils:</p> <ul style="list-style-type: none"> • use developing religious vocabulary to describe and show understanding of sources, authorities, practices, beliefs, lifestyles, 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 lifestyles • 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 sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments • apply their ideas to their own and other people's lives simply • describe what inspires and influences themselves and others.

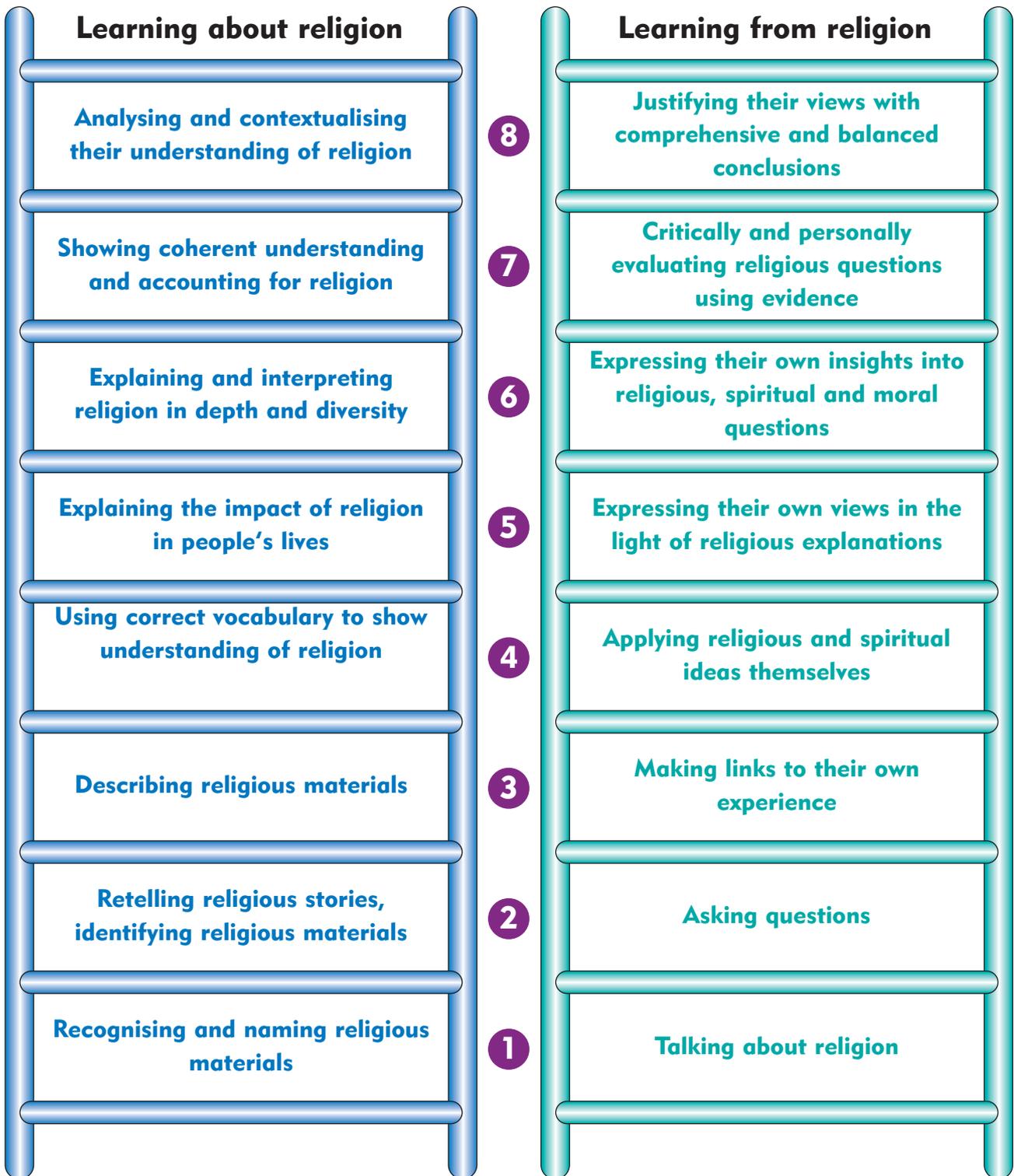
<p style="text-align: center;">5 Explaining the impact of religion and expressing their own views of religious questions</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities • describe why people belong to religions • know 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 authoritative 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"> • pose and suggest answers to, questions of sacredness, identity, diversity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
<p style="text-align: center;">6 Explaining and interpreting religion and expressing their own insights</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to explain religions and beliefs, explaining reasons for diversity within and between them • explain why the impact of religions and beliefs upon individuals, communities and societies varies • interpret sources and arguments, explaining different answers, from different traditions 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 example to express insights into the relationships between beliefs, authorities teachings and world issues • express insight into their own and others' views on questions of sacredness, identity, diversity, belonging, meaning, purpose and truth • consider the challenges of belonging to a religion in the contemporary world, focussing on values and commitments.
<p style="text-align: center;">7 Showing coherent understanding of religious questions and accounting for and evaluating responses to religious questions insightfully</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use a religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs • show a coherent understanding of issues, values and questions of authority, meaning and truth • account for the influence of history and culture on aspects of religious life and practice • account for differences between people within the same religion or tradition • show a coherent understanding of how religion, spirituality and ethics are studied. 	<p>Pupils:</p> <ul style="list-style-type: none"> • evaluate with insight questions of meaning, purpose and truth and ethical issues • evaluate the significance of religious and other views for understanding questions of human relationships, sacredness, belonging, diversity, identity, society, values and commitments, using appropriate evidence and examples.

<p style="text-align: center;">8 Analysing and contextualising their understanding of religion and justifying their views</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use a religious and philosophical vocabulary to analyse a range of religions and beliefs • analyse religious material with reference to historical, cultural and social contexts • critically evaluate the impact of religions and beliefs on differing communities and societies • analyse differing interpretations of religious spiritual and moral sources and authorities, using some of the principal methods by which religion, spirituality and ethics are studied • analyse varied forms of religious spiritual and moral expression. 	<p>Pupils:</p> <ul style="list-style-type: none"> • justify their views on a wide range of viewpoints on questions of sacredness, identity, diversity, belonging, meaning, purpose, truth, values and commitments • justify their views about religious spiritual and ethical questions from evidence, arguments, reflections and examples, providing a comprehensive evaluation into the perspectives of others.
<p style="text-align: center;">Exceptional Performance: Synthesise effectively and draw balanced conclusions</p>	<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 plural 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, diversity 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.

Additional guidance and support materials on the use of the 8 level scale, including a set of exemplary 'I can...' statements, can be found in the guidance section of the Agreed Syllabus.

A ladder of key skills for assessing RE

This simple ladder uses skill terms extracted from the 8 level scale, intended to clarify and make explicit the progression of skills which the Agreed Syllabus uses to enable all pupils to achieve in RE. It is to be read in conjunction with the full version of the scale above.



Good teaching will share the appropriate skills with pupils and make explicit opportunities, through well designed learning opportunities for pupils to acquire, practise and develop these central skills in RE.

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“ **RE is fun because...**

You don't just find out about your own religion, you learn loads about others too.

Even if you are already a Christian and think you know everything, there's always something new to learn! ”