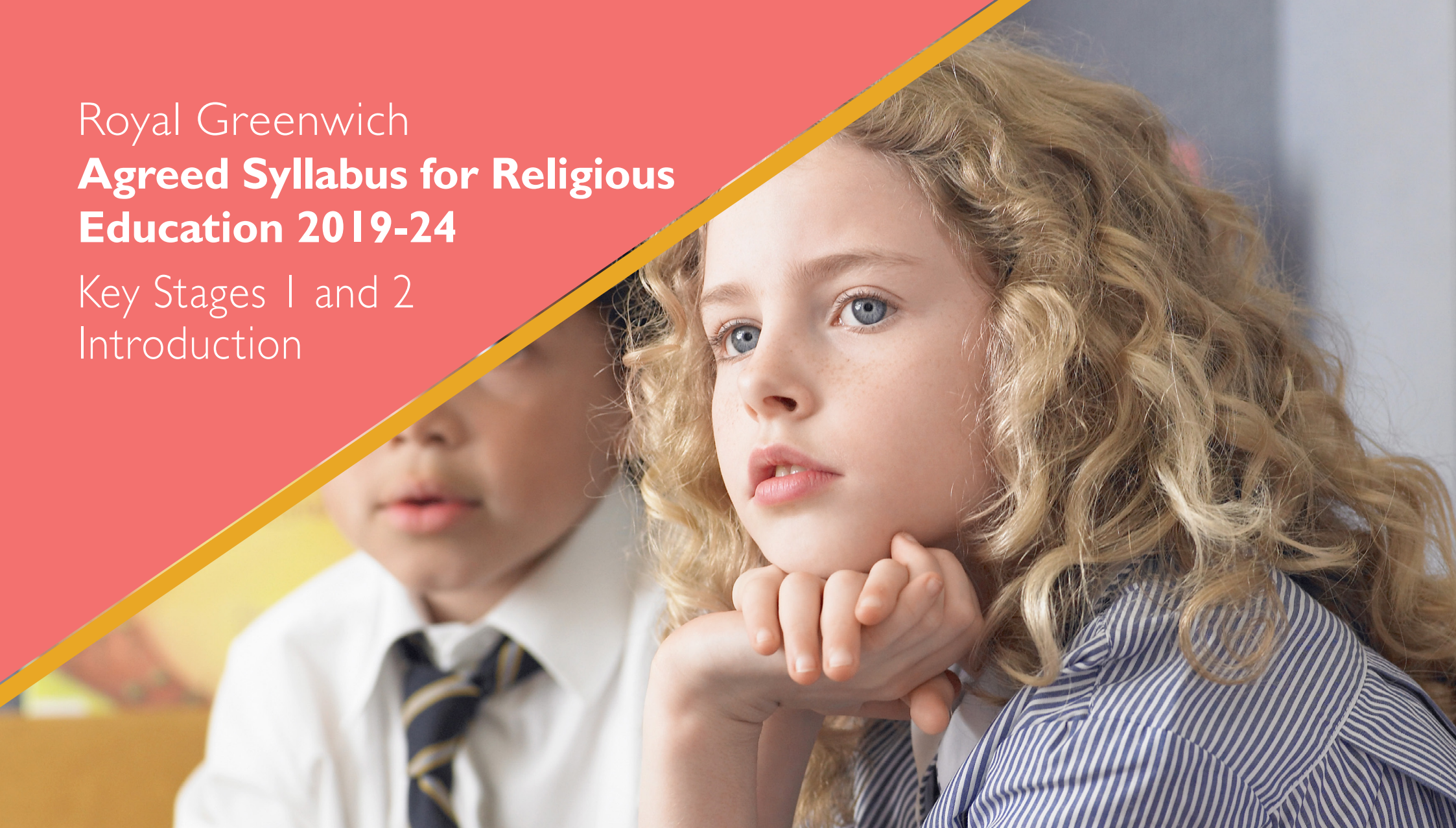


Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Key Stages 1 and 2
Introduction



Key Stage 1

Range and Content

Throughout Key Stage 1, pupils should explore Christianity and three other principal religions. Through these 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 should be encouraged to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They should talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

The Agreed Syllabus places importance on the belief that in the Primary phase pupils are able to find out more about their own faith and that of others around them.

This syllabus is constructed so that in Key Stage 1 pupils will find out about Christianity and three other major faiths and in Key Stage 2 they will study Christianity and all five other main faiths. From the materials produced for the Primary phase, teachers should therefore select in Key Stage 1 the Part 1 elements of those 3 faiths that most represent the pupils in the school community to incorporate into their scheme of work alongside Christianity.

There are also some worked up thematic units to be taught in these Key Stages which include content from Christianity and the option to find out more about the other faiths and Humanism.

During this revision, there is no change in the number of faiths to be studied across Key Stages 1 and 2. But some of the content has been adjusted to ensure better coverage.

The example non-mandatory units provide a route through delivering the faith content but teachers are free to plan their own units and activities, bearing in mind the following information.

Knowledge, skills and understanding

Attainment Target 1: 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 words.

Attainment Target 2: 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 this key stage, pupils in Royal Borough of Greenwich schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs (see diagram)

- Christianity
- three other principal religions, one of which is a religious community with a significant local presence

and compulsory units

- Belonging/Who am I?
- Celebrations

Pupils will also bring other faiths and a secular worldview into the discussions in RE where they introduce this from their own experience

Themes

- 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

Curriculum opportunities

During the key stage pupils should be offered opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- visit places of worship and focus on symbols and feelings
- listen and respond to visitors from local faith communities
- use their senses and have times of quiet reflection
- use art and design, music, dance and drama to develop their creative talents and imagination
- share their own beliefs, ideas and values and talk about their feelings and experiences
- begin to use ICT to explore religions and beliefs as practised in the local and wider community

Key Stage 2

Throughout Key Stage 2, pupils will learn about Christianity and all five of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They should make connections between differing aspects of religion and consider the different forms of religious expression.

Pupils will consider the beliefs, teachings, practices and ways of life central to religion and learn about sacred texts and other sources and consider their meanings. They should 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.

Pupils will also extend the range and use of specialist vocabulary. They will recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.

Pupils should be given opportunity to 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

Attainment Target 1: Learning about religion 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.

Attainment Target 2: Learning from religion

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 this key stage, pupils in Royal Borough of Greenwich schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs (see diagram)

- Christianity
- five other principal religions including religious communities with a significant local presence

and compulsory units

- How did the World begin?
- Worship
- Peace unit
- The End of Life's Journey
- Understanding Faith in Royal Borough of Greenwich

Pupils will also bring other faiths and a secular worldview into the discussions in RE where they introduce this from their own experience and where these are selected for study in the compulsory units.

Themes

- 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 practice 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

Curriculum opportunities

During Key Stage 2 pupils should be offered opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject

The curriculum should provide opportunities for pupils to:

- encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community
- discuss religious and philosophical questions, giving reasons for their own beliefs and those of others
- consider a range of human experiences and feelings



- reflect on their own and others' insights into life and its origin, purpose and meaning
- express and communicate their own and others' insights through art and design, music, dance, drama and ICT
- develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally

What has changed? – a new Key Stage 2 Thematic unit

For Key Stage 2 there is a new thematic unit to be studied:

Worship (which replaces the Weddings unit)

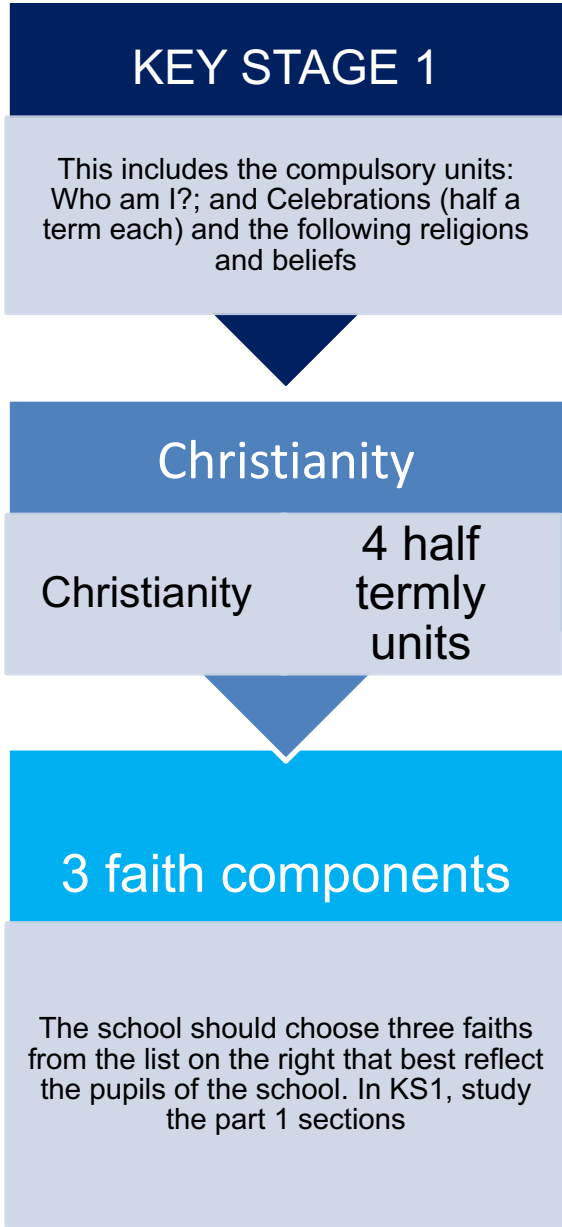
Content

Some content has been adjusted to ensure better coverage and coherence.

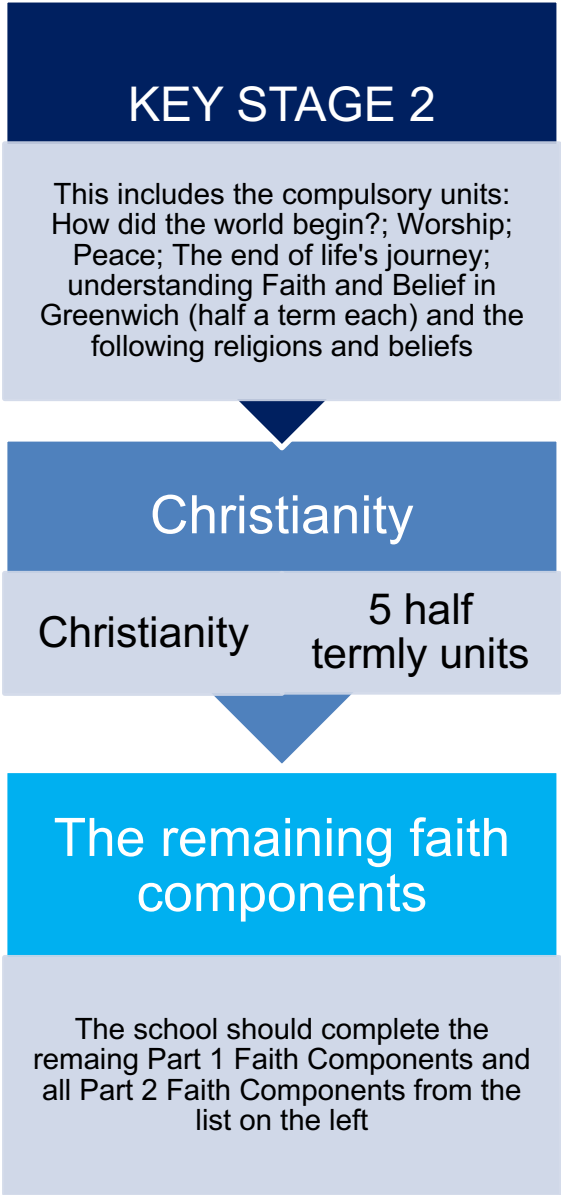
Organising your scheme of work

The mandatory faith content has been devised to fit allocated amounts of time, expressed as half terms or 6 sessions of an hour. Whilst Christianity has the largest amount of content and has therefore been allocated more time, the 5 other world faiths have been allocated an equal amount of curriculum time. Teachers can use the mandatory content to devise their own units of work or they can use the example non-mandatory units which provide a model of organising content and scaffolding learning. These units do not explain how the content should be taught – this is for teachers to plan with activities and experiences fulfilling the key stage requirements described above, which comes from national guidance.

Two example scheme of work overviews follow.



Faith Components	
Buddhism	
Part 1 2 units	Part 2 2 units
Hinduism	
Part 1 2 units	Part 2 2 units
Islam	
Part 1 2 units	Part 2 2 units
Judaism	
Part 1 2 units	Part 2 2 units
Sikhism	
Part 1 2 units	Part 2 2 units
Pupils will also bring other faiths and a secular worldview into the discussions in RE where they introduce this from their own experience and where these are selected for study in the compulsory units	



2 Examples of organising a Key Stage 1 and 2 scheme of work

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Who am I? / Belonging	Christianity 1	Judaism 1	Christianity 2	Islam 1	Islam 2
2	Hinduism 1 Hinduism Visit	Celebrations	Judaism 2	Christianity 3	Hinduism 2	Christianity 4 Christianity Visit
3	How did the World Begin?	Buddhism 1	Christianity 5	Sikhism 1	Sikhism 2	Judaism 3 Judaism Visit
4	Buddhism 2	Islam 3	Islam 4	Christianity 6 Christianity Visit	Sikhism 3 Sikhism Visit	Sikhism 4
5	Hinduism 3	Peace Black History Month focus and Buddhism Visit	Hinduism 4	Christianity 7	Christianity Unit 8	Worship
6	Buddhism 3	Christianity 9	Judaism 4	The End of Life's journey	Buddhism 4	Understanding Faith and Belief in Royal Borough of Greenwich Islam Visit

Example Scheme of Work 1

This school, that has a high proportion of Muslim and Hindu pupils, has selected Judaism, Islam and Hinduism to teach alongside Christianity and the Key Stage 1 units in Key Stage 1.

The remainder of the mandatory content has been planned into the Key Stage 2 curriculum map. Learning outside the classroom experiences have also been planned to support and enrich the curriculum.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Who am I? / Belonging	Christianity 1 Christianity Visit	Sikhism 1	Christianity 2	Islam 1	Islam 2
2	Hinduism 1	Celebrations Hinduism Visit	Sikhism 2	Christianity 3	Hinduism 2	Christianity 4
3	How did the World Begin?	Judaism 1	Christianity 5	Judaism 2	Buddhism 1	Buddhism 2
4	Judaism 3 Judaism Visit	Hinduism 3	Islam 3	Christianity 6 Christianity Visit	Sikhism 3 Sikhism Visit	Sikhism 4
5	Hinduism 4	Peace Black History Month focus and Buddhism Visit	Islam 4	Christianity 7	Judaism 4	Worship Islam Visit
6	Christianity 8	Buddhism 3	Christianity 9	The End of Life's journey	Buddhism 4	Understanding Faith and Belief in Royal Borough of Greenwich Christianity Visit

Example Scheme of Work 2

In this school, where there are several Sikh, Hindu and Muslim pupils, those faiths are selected for Key Stage 1. Learning outside the classroom experiences have again been indicated to support and enrich the curriculum.