

A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

Dear SACRE member,

Below is some suggested content and structure for the **new syllabus**. The questions from the **current syllabus** are included for comparison purposes, not for comment. You will see that there are now specific questions focused on Christianity (enough for three per year group) and other questions that at the moment cover the other worldviews to be taught. More worldview specific questions need to be created. The aim is to finish with a balanced syllabus that allows for about 50% Christianity to be taught so that Voluntary Controlled schools are able to deliver it.

We need to ensure that the syllabus is coherent and allows for progress so there need to be some golden thread or themes that hold it together. We need to ensure that non-religious worldviews, including humanism are included. A syllabus that did not include these ideas would likely be illegal under current legislation.

If you are in group A or B (faiths/worldviews and C of E) please consider carefully if the questions are appropriate for your tradition and suggest alternatives. Please also suggest (very briefly at this stage) the core content that these questions would cover. You can see my examples in the right-hand column. Please think of this in the light of the group conversations you had (where applicable). Please note that for each year group there three questions one for each of the core disciplines of RE - Theology or Believing, Human and Social Science or Living, and Philosophy or Thinking). This idea is based on the Ofsted RE Research Review from May 2021.

Could all ASC members please consider the proposals in the two right hand columns.

- Does the range of faiths/worldviews seem right? Do you have alternatives?
- Do you think creating worldview specific questions is better than creating generic ones?
- Should there be 'Core' content and 'Optional' questions? If so, how do we ensure coherence and progression?
- Should the content to be covered in each question be outlined?

Please let your SACRE chair have your comments to forward on to the SACRE hub (currently renamed Joint Syllabus Conference) so that all ideas can be considered and incorporated where possible. SACRE chairs will forward items receive to the JSC co-ordinator.

NB – there will need to be 'how to use this syllabus' guidance and 'a guide to the disciplines' but these cannot be drafted until we have some more concrete content for the syllabus.

A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

Current syllabus			Proposal (very draft!)	
<p>Stage 1 - Key Questions</p> <p>Qu.1 How do some religions demonstrate that everyone is special?</p> <p>Qu.2 Why are religious celebrations important to some people but not to others?</p> <p>Qu.3 Does everyone believe the same things about God?</p> <p>Qu.4 Why do symbols and stories play important roles in religions?</p> <p>Qu.5 Why do some people follow religious leaders and teachings?</p> <p>Qu.6 How do some people’s religious beliefs encourage them to care for the world?</p>	<p>Core concepts</p> <p>Identity</p> <p>Celebration</p> <p>Belief in God/the divine</p> <p>Symbol</p> <p>Story</p> <p>Leaders, Teaching and Authority</p> <p>Creation and the world</p>	<p>Current worldviews</p> <p>Christianity in every year group</p> <p>Hindu dharma</p> <p>Islam</p> <p>Judaism</p> <p>Sikhi</p>	<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y1 – Abrahamic faith (either Judaism or Islam)</p> <p>Y2 – Dharmic faith (either Hindu or Sikhi)</p>	<p>KS1 Christianity:</p> <ul style="list-style-type: none"> • What do Christians believe about God and what symbols are used to express these ideas? (Theology) • What stories are important to Christians and why? (Theology) • What does family life look like for some Christians in modern Britain? (Human and Social Science) • How and why do Christians pray? (Human and Social Science) • What do Christians believe about how the world began? (Philosophy) • What is ‘good’ and ‘bad’ for Christians? (Philosophy) <p>KS1 and LKS2 Core questions for Judaism, Islam, Hindu Dharma, and Sikhi:</p> <ul style="list-style-type: none"> • What do believe about God and what symbols are used to express these ideas? (Theology) • What does family life/daily routine look like for some...in modern Britain? (Human and Social Science) • What do ... believe about where the world came from? (Or how the world began?) (Philosophy) <p>For Judaism focus on Shabbat, symbolism and family life</p> <p>For Islam focus on the oneness of God, daily routine and community</p> <p>For Hindu dharma focus on symbols for God and worship in the home</p> <p>For Sikhi, focus on the oneness of God and stories of service and equality.</p>

<p>Key Stage 2 - Key Questions Qu.1 To what extent does participating in worship and/or prayer generate a sense of belonging? Qu.2 Do Rites of Passage always help a believer to feel connected to God and/or community? Qu.3 How can music and the arts help express and communicate religious beliefs? Qu.4 To what extent do religious beliefs influence and encourage 'good' behaviour? Qu.5 How do religious leaders and sacred texts contribute to believers' understanding of their faith? Qu.6 How well does faith help people cope with matters of life and death? Qu.7 What difference might it make to believe in God as Creator? Qu.8 How might beliefs and community shape a person's identity?</p>	<p>Core Concepts Identity Worship Rites of Passage Creative expression Lived Reality Leaders, teaching and authority Life and death Creation and the world</p>		<p>Proposed worldviews Christianity in every year group Y3 – Abrahamic – Islam or Judaism (different to Y1) – include non-religious ideas Y4 – Dharmic – Hindu or Sikhi (different to Y2) include non-religious ideas Y5 – Abrahamic (choice) + Humanism Y6 – Dharmic (choice) + Humanism</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>LKS2 Christianity:</p> <ul style="list-style-type: none"> • Why do most Christians read the Bible? (Theology) • How do Christians express their beliefs in creative ways? (Theology) • What are the most important markers in Christian's life? (Human and Social Science) • How do Christian rituals and practices help to build community? (Human and Social Science) • What do people gain by following a leader? (Philosophy) • How do Christians know how to behave? (Philosophy) <p>UKS2 Christianity:</p> <ul style="list-style-type: none"> • What are the key teachings of Christianity and where do they come from? (Theology) • What is the significance of the life, death and resurrection of Jesus? (Theology) • How might a Christian describe a good life? (Human and Social Science) • How and why do many Christians try to make the world a better place? (Human and Social Science) • What are the most important things in life for some Christians? (Philosophy) • What do Christians believe about life and death? (Philosophy) <p><i>For LKS2 Core questions see KS1</i> UKS2 Core Questions for Abrahamic worldview, dharmic worldview and Humanism.</p>
---	---	--	---	--

A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

				<ul style="list-style-type: none"> • What are the key teachings of ... and where do they come from? (Theology) • How might ... describe a good life? (Human and Social Science) • What are the most important things for ...? (Philosophy) <p>For Judaism focus on Authority, Torah and Covenant. For Islam focus on Tawhid, Prophethood and Ummah, (including the 5 pillars) For Hindu dharma focus on Dharma or duty, Murtis and samsara and karma. For Sikhi focus on Guru Nanak, Guru Granth Sahib, Equality and Service. For Humanism focus on happy human symbol, golden rule, 'Head, Heart and Hands' and evolution.</p>
<p>Key Stage 3 - Key Questions Qu.1 Is there more than one way to be spiritual? Qu.2 How far does a person's understanding of God influence their sense of purpose?</p>	<p>Core concepts Spiritual Identity Purpose Morality</p>	<p>Current worldviews Christianity in every year group Buddhism Islam</p>	<p>Proposed worldviews Christianity in every year group Y7 – Buddhism, Islam or Humanism Y8 – Humanism, Islam or Buddhism</p>	<p>KS3 Christianity (Select questions for a 2-year KS3)</p> <ul style="list-style-type: none"> • Why do Christians believe that Jesus is God on earth? (Theology) • What is the impact of Pentecost on Christians beliefs? (Theology) • How biblical are the concepts of Judgement, Heaven and Hell? (Theology)

A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

<p>Qu.3 How might beliefs shape concepts of truth, right and wrong? Qu.4 In what ways do science, belief and religion interact and what difference might this make? Qu.5 To what extent should people from different belief systems manage their differences and co-operate for the common good? Qu.6 To what extent do religious or non-religious beliefs affect personal relationships? Qu.7 Why might it matter that sacred texts are often open to interpretation? Qu.8 How might belief affect people’s responses towards social and global issues?</p>	<p>Science, belief and truth Common Good Personal relationships Sacred text (teaching and authority) Social and global issues</p>	<p>Humanism or another non-religious worldview</p>	<p>(both to be covered order up to school) Y9 – Buddhism, Islam or Humanism or tradition to be covered at GCSE</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p> <p>Possibly give schools a choice of which of the three religions in each year group.</p>	<ul style="list-style-type: none"> • How do Christians live out Jesus’ teaching in relation to ‘love they neighbour’? (Human and Social Science) • To what extent is Christianity inclusive? (Human and Social Science) • How far should personal relationships be influenced by beliefs? (Human and Social Science) • Are Christian beliefs about creation logical? (Philosophy) • Are Biblical revelation and prophecy compatible with wisdom? (Philosophy) • Can the Bible be reliable if it has been translated and interpreted? (Philosophy) <p>KS3 (Y7 & 8) Buddhism and Humanism:</p> <ul style="list-style-type: none"> • What do ... read to help them understand the world? (Theology) • How do ... relate to the problems and challenges of living in society? (Human and Social Science) • What role do reason and logic play in the life of a ? (Philosophy) <p>For Buddhism focus on the Buddha, the four noble truths and the eightfold path, meditation and social action. For Humanism focus on theories of knowledge, science, reason, observation, evidence and enquiry, relationship with science, social action, and campaigns.</p> <p>Y9 Islam (if 3-year KS3)</p> <ul style="list-style-type: none"> • What does it mean for Muslims that God has 99 names? (Theology)
---	---	--	---	---

A possible evolution from the current Pan-Berkshire Syllabus – draft 3.

				<ul style="list-style-type: none"> • How does the lived reality of being a Muslim in Britain today reflect the teachings of Islam, and how has this changed over time? (Humans and Social Science) • How well can science and Islamic views coexist comfortably? (Philosophy)
<p>KS4 – none currently as pupils should be following an accredited course such as GCSE)</p>			<p>Proposed Worldviews (Core RE – not recommended as pupils should be following an accredited course)</p> <p>Christianity in every year group</p> <p>Y10 – Wider traditions – e.g., Baha’l, Zoroastrian, Pagan...</p> <p>Y11 – Abrahamic as appropriate</p>	<p>If we think content is needed here it could be thematic, with a focus on diversity within as well as between religious traditions and worldviews covered.</p>
<p>KS5 – none currently</p>			<p>Proposed Worldviews</p> <p>School choice with a focus on diversity, morality and ethics.</p>	