

Notice of Meeting

Standing Advisory Council on Religious Education

Tuesday 18 June 2024 at 4.30 pm
in Calcot Primary School, Curtis Road,
Reading, RG31 4XG

For further information about this Agenda, or to inspect any background documents referred to in Part I reports, please contact Thomas Radbourne on 01635 519502
e-mail: thomas.radbourne1@westberks.gov.uk



**Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 18
June 2024 (continued)**

To: Group A - Other Faiths Members:

Dilip Ladwa (Hindu), Robin Launder (Humanism), Mobasshir Mushtaq (Muslim),
Rabbi Zvi Solomons (Jewish) and Revd David Taylor (Thatcham Baptist Church)

Group B – Church of England Members:

Val Bolan (Church of England), Revd Angela Brennan (St Mary's Church) and
Mary Stagg (Church of England)

Group C – Teaching Association Members:

Amanda Bedding (NEU), Roseanna Obsiye (NASUWT) and Chris Ward (NEU)

Group D – WBC Councillors:

Councillor Paul Dick, Councillor Billy Drummond, Councillor Clive Taylor and Councillor
Tony Vickers

LA Advisors:

Melanie Higgs

Agenda

	Page No.
1 Welcome and Apologies - David Taylor	
2 Welcome to Calcot and SACRE Overview 2024 - Amanda Bedding	5 - 6
3 Membership - Thomas Radbourne	
4 Minutes of last meeting and actions (Not covered elsewhere) - Thomas Radbourne	7 - 14
To sign and approve as a correct record the Minutes of the meeting of SACRE held on 20 February 2024.	
5 Contact With Schools: Network Meetings Etc - Amanda Bedding, David Rees	
6 Budget 2024/25 - David Taylor	15 - 16
7 Progress With New Syllabus (Agreed Syllabus Conference) - David Rees	17 - 38
8 Collective Worship Leads Meeting - David Taylor	
9 Action Plan - David Rees	39 - 40



**Agenda - Standing Advisory Council on Religious Education to be held on Tuesday, 18
June 2024 (continued)**

- 10 **Newsletter - David Rees**
- 11 **Equality And Diversity - David Rees**
- 12 **Date of Next Meeting - Thomas Radbourne**
- 13 **Any Other Business**

14 **Exclusion of Press and Public**

RECOMMENDATION: That members of the press and public be excluded from the meeting during consideration of the following items as it is likely that there would be disclosure of exempt information of the description contained in the paragraphs of Schedule 12A of the Local Government Act 1972 specified in brackets in the heading of each item. Section 10 of Part 10 of the Constitution refers.

Part II

- 15 **Support For Individual Schools - David Taylor**

Sarah Clarke
Service Director: Strategy and Governance



This page is intentionally left blank

Agenda Item 2

West Berkshire Standing Advisory Council on Religious Education: 2024

1. Our Purpose is to advise West Berkshire Council on:

- a) Collective Worship
- b) Religious Education, in accordance with the locally agreed syllabus

2. How do we achieve this?

- a) We publish and launch the agreed syllabus every 5 years.
We do with in conjunction with the other SACREs in Berkshire via the Hub (see below). We are now well on the way to producing a new syllabus to be published in 2025.
- b) We encourage the development of material to support the implementation of the syllabus.
This is ongoing, and our Adviser David Rees helps us greatly here.
- c) We support the provision of termly network meetings for RE coordinators in primary schools
David Rees and our Vice Chair Amanda Bedding both run networks. David also attends the existing secondary network on our behalf.
- d) We produce a termly newsletter for schools
David Rees produces this and welcomes items from us all.
- e) We provide a copy of the *Non-statutory guidance on RE* published by the Qualifications and Curriculum Authority and the DfE to each school in West Berkshire.
Schools have copies of this.
- f) We receive presentations from teachers and members of faith communities on issues related to RE and collective worship.
We haven't had time for this recently, but it is good to be visiting a primary school this year.
- g) We are part of the Pan Berkshire Hub, a termly meeting of the six Berkshire SACRE Chairs run by Anne Andrews, RE Adviser at the Oxford Diocesan Board of Education
David Taylor, Amanda Bedding and David Rees all attend this and report back. Allf our attention at the moment is focused on the production of the new Pan-Berkshire Agreed Syllabus.
- h) Through the Pan Berkshire Hub, we provide an annual conference for all interested parties
This has not happened since before Covid. In principle we would like to restart these.
- i) We publish an annual report of our work
Our latest report was produced for us by our Vice-Chair Amanda Bedding.
- j) We are members of NASACRE - the National Association of SACREs – which is a great resource.

3. To help us achieve our goals, West Berkshire Council resources us with:

- a) An annual budget
In 2023-24 this was £4,840, the same as the previous year. We are hoping for at least the same figure this year.
- b) The services of a Clerk
Thomas Radbourne, Apprentice Democratic Services Officer at WBC, clerks our meetings.

This page is intentionally left blank

WEST BERKSHIRE STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

MINUTES OF THE MEETING HELD ON TUESDAY, 20 FEBRUARY 2024

VENUE: ROGER CROFT ROOM COUNCIL OFFICES MARKET STREET NEWBURY

Present:

Group A – Other Faiths Members

Robin Launder (Humanist), Mobasshir Mushtaq (Muslim) and Revd David Taylor (Thatcham Baptist Church)

Group B – Church of England Members

Mary Stagg (Church of England)

Group C – Teaching Association Members

Amanda Bedding (NEU) and Chris Ward (NEU)

Group D – WBC Councillors

Councillor Paul Dick, Councillor Billy Drummond and Councillor Tony Vickers

Also Present: Mel Higgs (LA Advisor), David Rees (Professional Advisor)

Apologies for inability to attend the meeting: Val Bolan (Church of England), Dilip Ladwa (Hindu), Roseanna Obsiye (NASUWT) and Rabbi Zvi Solomons (Jewish)

Absent:

1 Welcome & Apologies

- The Chairman (David Taylor) welcomed the Members of the Standing Advisory Committee on Religious Education (SACRE) and stated that SACRE had 18 members.
- The Chairman stated that all members views would be valued and were important. The Chairman thanked SACRE for allowing members to express their views, and for making space for one another.
- The Chairman welcomed Thomas Radbourne (Clerk) to SACRE. The Clerk would change from Sadie Owens to Thomas Radbourne for future SACRE meetings.
- The Chairman welcomed Mel Higgs to SACRE.

Apologies received from Angela Brennan, Val Bolan (Church of England), Rose Carberry (WBC), Dilip Ladwa (Hindu), Roseanna Obsiye (NASUWT), Rabbi Zvi Solomons (Jewish).

2 Membership - David Taylor

Appointment of Robin Launder: The Chairman stated that SACRE had received a nomination for Robin Launder from Humanists UK.

RESOLVED: Robin Launder (Humanist) was accepted as a member of SACRE as a Humanist Representative.

Appointment of Angela Brennan: The Chairman asked Mary Stagg to nominate Angela Brennan as a representative for the Church of England. The Chairman stated that Angela Brennan had attended the previous meeting as an observer. The Chairman stated that

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 20 FEBRUARY 2024 - MINUTES

Angela Brennan had been a member of the clergy team at St Mary's Church with an interest in education.

RESOLVED: Angela Brennan was accepted as a member of SACRE, as a Church of England Representative.

Angela Brennan and Mobasshir Mushtaq (Muslim) joined the meeting at 16:36

RESOLVED: Appointment of Mel Higgs as Local Authority Advisor (LA Advisor)

The Chairman thanked Mel Higgs for accepting to take on the role of LA Advisor for SACRE. The Chairman noted that the role of LA Advisor would be the official link between SACRE and West Berkshire Council as the Local Authority. David Rees stated that an LA Advisor would maximise SACRE's ability to support schools in the delivery of Religious Education.

Councillor Vickers questioned whether Mel Higgs would be a Member of SACRE or an advisor. The Chairman responded that Mel Higgs would be a Member of SACRE and an advisor. The Chairman stated that the LA Advisor as a Headteacher would provide additional information to SACRE, in addition to the four Members who were Teachers.

Vacancies in Group B and Group D

The Chairman commented that SACRE membership required an additional Church of England representative, and an additional Councillor.

Councillor Vickers and Councillor Paul Dick agreed to approach fellow Councillors to gauge interest. The Chairman noted that a new member of SACRE would not need to be a person of faith.

The Chairman requested that Mary Stagg continue to approach members of the Church of England to join SACRE. Mary Stagg commented that there were two potential members of the Church of England who could join SACRE.

3 **Election of Vice-Chair for 2023-24 Academic Year - David Taylor**

SACRE resolved to appoint Amanda Bedding as Vice-Chair of SACRE.

4 **Minutes of the previous meeting and actions (not covered elsewhere) - Thomas Radbourne**

The Minutes of the meeting held on 31 October 2023 were approved as a true and correct record and signed by the Chairman.

5 **Contact with Schools**

5.1 The Chairman queried whether SACRE members had held any direct communication with schools since the previous meeting. The members of SACRE responded that there had been no such communication, but that representations were ongoing.

5.2 The Chairman stated that they would have a meeting with the Collective Worship Lead at Kennet School, and the Downs School. The Chairman stated that they would convene them both to discuss collective worship. The Chairman noted that it had been difficult to find the person responsible for collective worship in secondary schools. The Chairman noted that they had not been able to communicate with the Willink School in regard to collective worship. Chris Ward agreed that communication with schools regarding collective worship had often been difficult.

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 20 FEBRUARY 2024 - MINUTES

In response to a query from Robin Launder, the Chairman clarified that the Langtree School did not fall within the West Berkshire catchment area.

Robin Launder asked SACRE if there could be a list of the Schools in the West Berkshire catchment area. Sadie Owens (Principal Democratic Services Officer) responded that a list could be provided to Robin Launder. The Chairman stated that the list would be accessible on the West Berkshire Council website.

Councillor Vickers asked the Chairman if a copy of the list of responsibilities regarding SACRE members to schools would be made available. The Chairman stated that the list would be made available to all members.

5.3 The Chairman handed over to David Rees. David Rees presented an update on the Secondary and Primary Networks with the following information:

- Secondary Networks would take place on 14 March 2024
- Primary Networks would take place on 20 March 2024
- David Rees stated that he would report to SACRE updates from the Primary and Secondary networks.

The Chairman queried if additional communication with schools had increased attendance at the Primary and Secondary Networks. David Rees responded that he would update the Chairman once he had attended the Networks.

Amanda Bedding stated that they would attend a BDLP Primary Network on 5 March, focussing on the proposed Locally agreed syllabus review. Amanda Bedding stated that they would provide an update to SACRE.

Councillor Dick queried whether the new contact information gathered by members of SACRE from schools had been collated. The Chairman responded that they had collected and collated the contact information and shared it with David Rees in order for them to email the correct people. The Chairman stated that they wanted to keep the list of contacts up to date.

Councillor Vickers questioned whether contact details had been provided through the Networks which could help SACRE members contact schools. The Chairman responded that they had not seen that. David Rees suggested that a central database be held by the Clerk, with updates sent to the Clerk from members of SACRE. David Rees stated that they would send the contact details that they had to the Clerk.

SACRE resolved Clerk to hold a central database of contact information for schools in relation to religious education. Members would send updates to the Clerk.

Mel Higgs highlighted the turnover of Subject Coordinators and worship leaders. Mel Higgs suggested copying in the School Office when sending out information.

6 2023-24 Action Plan Update - David Rees

David Rees presented an update on the 2023-24 Action Plan to SACRE:

- Item A: Good increase in membership of SACRE; Annual Report; Subscription to NASACRE; Monitor Locally Agreed Syllabus; Monitoring and offering guidance on collective worship. 31.32
- Item B: Connect through primary and secondary networks; termly newsletter; Local events, Free resources for teachers.
- Item C: Pan-Berkshire Hub. Six SACREs working together: Supportive resources such as the *Real People, Real Faith* videos.

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 20 FEBRUARY 2024 - MINUTES

- David Rees suggested broadcasting Amanda Bedding's contact details on the newsletter.
- David Rees suggested a Religious Education conference for schools organised through the hub. Opportunity to bring people together.
- David Rees noted that any suggestions would be welcomed.

Councillor Vickers questioned David Rees regarding interfaith dialogue and suggested a list of local speakers that schools could use in their Religious Education.

The Chairman highlighted the 'Crossing the Bridges' contact list. David Rees noted that the list would need updating.

David Rees suggested that a member of SACRE use the 'Crossing the Bridges' list, to get more details on the churches and other places of worship. Councillor Vickers noted that they investigate.

Councillor Vickers suggested a directory of local representatives of faith groups, who would be willing to go into schools and talk about their faith. Councillor Dick supported the creation of a local directory.

Councillor Vickers agreed to investigate the Directory.

The Chairman questioned whether more could be done to highlight the work and faith of the Newbury Mosque. The Chairman noted that Kareem Sharawi had previously highlighted the work of the Muslim community. The Chairman handed over to Mobasshir Mushtaq, who supported the idea of highlighting the work of the Muslim community, and the creation of a list of good quality speakers. Mobasshir Mushtaq also noted that members of their Sunday school would likely put themselves forward to be included on the list of speakers.

Robin Launder expressed their desire for the list to be created with caution regarding quality control of the speakers. Robin Launder noted that speakers should be checked in regard to the content of their presentations in schools.

David Rees highlighted that the new RE Hub website had a section on local speakers for different areas and noted that the speakers on the list had been quality controlled.

David Rees stated that there would be a code of conduct for speakers and what would be expected of them. David Rees developed it with another SACRE, to give guidance to speakers and to schools. David Rees suggested a meeting with schools before a speaker would be allowed to speak to children. David Rees would find the document and send it to all members of SACRE.

Mel Higgs supported the suggestions made by David Rees and Robin Launder regarding safeguarding. Mel Higgs stated that schools would value a quality-controlled list of speakers, with additional training to be delivered to speakers, in addition to a code of conduct. Mel Higgs stated that they would support the training or meeting with local speakers before they went into schools.

Councillor Vickers suggested that the interfaith approach would not be appropriate for primary schools. Mel Higgs agreed in principle but stated that simplified subjects would work in primary schools to be accessible for the children. Mel Higgs highlighted the benefits of providing diverse points of view to children.

The Chairman noted that the Secondary Teachers on SACRE were already in contact with school representatives, more so than the primary teachers, with their own networks, functioning as a unit.

The Chairman suggested having a meeting with speakers before they would be enabled to speak at a school, walking through the code of conduct and what would be expected of

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 20 FEBRUARY 2024 - MINUTES

them when presenting to children. Mel Higgs supported the Chairmans suggestion, and in addition noted that basic themes could be included, for the children to learn and add to their world knowledge, and for the speaker to share personal experiences relevant to the criteria.

The Chairman resolved that SACRE would take safeguarding, and quality control under advisement when creating a list of speakers. Mel Higgs suggested the vetting of speakers. Mel Higgs highlighted the need for two references before speakers would be enabled to speak at a school.

The Chairman queried whether the speakers would be left alone with Children. Mel Higgs agreed that they would not necessarily be left alone with Children. Mel Higgs suggested that speakers with several references would increase Schools' confidence in using the list. Mel Higgs noted the balancing between gratitude for volunteers donating their time, and the responsibility of making sure the speakers would be of a satisfactory quality.

The Chairman asked Mary Stagg for their interpretation. Mary Stagg noted the need for Speakers to abide by the time allocated for them, without overrunning. Mary Stagg highlighted the benefits for schools bringing in external speakers and noted the need for guidelines.

Robin Launder noted that there were two issues: the quality of delivery of the speaker; and the appropriateness of the content delivered. Robin Launder noted the potential for inappropriate comments being put forward by speakers, and the responsibility of SACRE to ensure that such incident would not occur with speakers chosen from the list.

Councillor Vickers stated that they would undertake to research the organisations such as churches and places of worship, in order to update the database. Councillor Vickers suggested David Rees send out the Code of Conduct, in order for them to approach potential speakers in places of worship if they would be willing to speak to children.

SACRE resolved to approach places of worship, in order to ascertain if any members would be willing to speak to schools abiding by the code of conduct.

Councillors Billy Drummond and Tony Vickers left the meeting at 17:20.

7 **New Agreed Syllabus - David Rees**

The three Professional Advisors who advised the six SACREs, David Rees, Angela Hill, and Anne Andrews, had used the feedback from SACRE meetings, teacher working groups, and created an initial draft syllabus.

David Rees stated that the syllabus would be intentionally larger and focus on the questions to frame the learning. The questions would be suggested rather than statutory.

David Rees stated that there would be another meeting of SACRE advisors on 20 March, and a Pan-Berkshire hub meeting on the 18 March.

David Rees noted that the proposed syllabus focussed on the Teachers and the Children, with an emphasis on making it user friendly. The syllabus focused on enquiry questions, which David Rees noted would be common for all syllabuses.

David Rees asked SACRE if there were any questions or additions.

Mel Higgs queried whether the document could be shared outside of SACRE. David Rees responded that the document could be shared, but noted that the syllabus was a draft, not a final copy ready for publication.

Mobasshir Mushtaq noted that there would be items that could be added to the draft syllabus, and that they would be happy to work on the syllabus with David Rees. The

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 20 FEBRUARY 2024 - MINUTES

Chairman supported any additions and stated that any additions should be mentioned to David Rees and SACRE. David Rees responded that the age range of the students should be considered before any additions were added to the syllabus.

Councillor Dick supported the Syllabus and congratulated the hard work of David Rees and Anne Andrews.

Councillor Dick noted the anxiety of schools in regard to resources, and the Schools desire for examples of resources that could be used in order to develop their own. The Chairman agreed with Councillor Dick. David Rees noted that an aim of the Syllabus had been to enable schools to use bought resources, however, the Pan-Berkshire hub would likely create exemplar materials for schools.

Chris Ward highlighted the political ramifications of increased tensions in the Middle East, noting the potential increase in antisemitism, and islamophobia. Chris Ward questioned if these subjects should be mentioned or should be avoided. David Rees noted that Religious Education had previously avoided the topics, however, that Religious Education would be the forum for discussing those issues, with caution and guidance. David Rees stated that Discovery RE tackled issues such as Jihad, and antisemitism at the end of Key Stage Two. David Rees stated that additions could be made to the suggested additions section, especially to be mindful of stereotypes and images, checking with faith groups to ensure that they are representative and appropriate.

8 **Budget Proposal 2024-25 - David Taylor**

The Chairman stated that the Budget Proposal would be formally voted on at the start of the next financial year, noting that the budget would be spent in the same way, unless there were any changes.

Councillor Dick stated that the Council budget would be voted on 29 February. Councillor Dick suggested SACRE could push for more funding from the Council for the new Syllabus to tackle the challenges SACRE would be expecting.

The Chairman noted that the majority of the SACRE budget would be spent on the services of David Rees. The Chairman thanked David Rees for his continued work for SACRE.

9 **Flyer for SACRE Conference - David Taylor**

David Rees highlighted that the Southeast SACRE Conference would take place on 4 March, and that it would be one of the only Conferences directly focused on SACRE Members.

David Rees stated that he would attend and provide feedback and encouraged other members of SACRE to attend.

10 **Newsletter - David Rees**

David Rees stated that the Newsletter would be published on the second week of every term and would lead with letting SACRE know about the Religious Coordinator, particularly if it has changed. The Newsletter would also set out the support that SACRE gives, and desire for SACRE to know what would be happening. The Newsletter would then focus on update from Pan-Berkshire Hub and then the Syllabus.

David Rees noted that any additions would be welcomed. Mobasshir Mushtaq commented that Ramadan would begin at the start of March and agreed to send David Rees information to include within the Newsletter.

Councillor Dick expressed an interest for regular receipt of the Newsletter. David Rees stated that the Newsletter should go out to all members of SACRE.

STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION - 20 FEBRUARY 2024 - MINUTES

Resolved: Clerk to ensure the Newsletter would be circulated to all members of SACRE.

11 **Strictly RE - David Rees**

David Rees updated SACRE on the Strictly RE conference at the end of January 2024. David Rees stated that they would create a document with all relevant information gathered from the conference for SACRE members.

12 **Equality & Diversity - David Taylor**

The Chairman highlighted the division of SACRE into four specific groups to express the diversity of the population in the local area and encouraged members to express the values of their group in a respectable way.

Councillor Dick left the meeting at 17:45

The Chairman suggested that there could be a way of appropriately representing the diversity of the Committee and stated that they were not sure it was always successful.

Mel Higgs questioned the Chairman's vision when he stated that there could be a way of appropriately representing the diversity of the committee.

Chris Ward suggested the important factor would be representing the diversity of West Berkshire. The Chairman supported the representation of the diversity of West Berkshire. The Chairman highlighted that they had been focussed on the four groupings in SACRE.

David Rees highlighted the decolonisation of the curriculum as an important aspect of diversity and equality, and the importance of sensitivity in the resources, images and language used in the teaching of Religious Education.

David Rees stated the importance of representing the local area, and awareness of issues occurring nationally.

Robin Launder highlighted the importance of inclusive language when discussing Religious Education.

13 **Date of next meeting - Thomas Radbourne**

The date of the next SACRE meeting set for 4 June 2024, 4:30pm at Calcot Junior School.

14 **Any Other Business**

There were no items raised under any other business.

15 **Support for Individual Schools - Billy Drummond, David Taylor, etc.**

This page is intentionally left blank

Agenda Item 6

SACRE Budget 2024-25

Assuming allocation stays the same at £4840

Item	Provider	Service Provided	Cost (£)
1.	Oxford Diocesan Board of Education	Contribution to SACRE Pan-Berkshire Hub	900
2.	David Rees	Consultancy at 3 SACRE meetings @ £500 each	1500
3.	David Rees	3 Primary Network Meetings @ £300 each	900
4.	David Rees	3 Secondary Network Meetings @ £300 each	900
5.	David Rees	Zoom licence/Travel Expenses	200
6.	David Rees	Newsletter	300
7.	NASACRE	NASACRE Membership fee	105
8.		Contingency	15
	TOTAL		4840

This page is intentionally left blank

Please note – this is a working document and NOT what the finished product will look like!

The key feature of the primary phase is that by the end of KS2 pupils need to have encountered, in addition to Christianity, Judaism, Hindu Dharma, Islam, Sikhi and Humanism or other non-religious worldviews. Schools MAY choose to deliver religious traditions in a different order, but the requirement to cover two Abrahamic and 2 dharmic faiths along with non-religious worldviews by the end of KS2 remains. Schools may consider using RE days to bring in traditions not included in the syllabus, using similar questions and ideas.

Key stage	Worldview	Question/Theme Th = Theology Ph = Philosophy HSS = Human and social science	Content in bold is intended to be CORE. The remainder is suggested content. Do we have core content, or do we make it all suggested but make at least one questions per religion per phase compulsory?	Real People Real Faith film links
EYFS 4s-5s	Worldviews – religious and non-religious	i. What does it mean to be kind? ii. Why are some people remembered by others? iii. Why are some places special?	How people show kindness. How people are kind to the world. Kindness as a sign of community, family, belonging, who we are kind to and why. Stories of kindness from a range of religious traditions. E.g., stories of Jesus, Guru Nanak, charity work etc. Golden Rule. _____ <i>show kindness by</i> _____ Or _____ <i>show kindness because</i> _____ Stories of Abraham and Sarah, Moses, Prophet Muhammad and Khadijah, Guru Nanak, Bahá’u’lláh, Buddha, Darwin, and contemporary examples; Stories of Jesus – Nativity, Easter, incarnation _____ <i>are remembered by</i> _____ <i>because</i> _____ <i>E.g., Abraham and Sarah are remembered by Jewish people because they were chosen by God.</i> Church; Mandir, home shrine, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces; Kaaba, Mecca, Jerusalem, Amritsar, Rome, Planet Earth and the environment and the universe, beauty and care.	The KS1 Real People, Real Faith films could be used here to explore symbols and stories.

		<p>iv. Why are some occasions special?</p> <p>v. What can we learn from stories?</p> <p>vi. Why are some items special?</p>	<p>_____ is a special place for _____ because _____. <i>e.g. A Church is a special place for Christians because they come together to worship and praise God.</i></p> <p>Shabbat, Channukah, Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals such as birthdays; Christmas, Easter, Pentecost, Harvest, recognising that not all people celebrate the in the same way.</p> <p>_____ is a special occasion for _____ because _____. <i>Vaisakhi is a special occasion for Sikhs because it celebrates the way Sikhs commit to their beliefs.</i></p> <p>Choose suitable examples, probably including a range of creation stories including the scientific and other tales with a moral. Parables and narrative stories from Old and New Testaments, Hadith and Qur’an, Rama and Sita, stories of Krishna as well as secular stories that pupils may be familiar with.</p> <p>_____ is a special story for _____ because _____. <i>e.g. The Creation is a special story for Christians because it tells a story about the beginning of the world.</i></p> <p>Artefacts from a range of religions – Mezuzah, Cross, Ik Onkar, chauri, lotus, rosary, prayer beads, puja tray, Diwa lamps, Murtis, Qur’an, Bible, Torah and Tanakh. <i>A _____ is a special item for _____ because _____. e.g., A Mezuzah is a special item for Jews because it contains a special prayer.</i></p>	
--	--	---	---	--

KS1 5s-7s	Y1 Introductory question to cover in one or two lessons.	What are worldviews and how do we find out about them?	Introduce a simple definition of worldview, religion and the vocabulary of beliefs, living and thinking. Establish the idea of Abrahamic (Judaism, Christianity, Islam) and Dharmic (Hindu, Sikhi) religions. Create a timeline for these religions Ensure that pupils learn that not everyone follows a religion.	Teachers to write.
	Y2 introductory question. 1 or 2 lessons.	What do different religions and worldviews have in common?	Explore a variety of features that religions (and some non-religious worldviews) share – buildings, activities such as prayer or reflection and meditation, helping the poor. Examine the way that some people believe and belong; others belong first and then believe. Cover a range of religions as appropriate to the cohort and locality. Ensure that it is also clear that many people who do not accept religious beliefs also engage in some of these activities.	Teachers to write.
	Christianity – in every year group	<ul style="list-style-type: none"> i. What do Christians believe about God and where do these ideas come from? (Th) ii. What is the story of Jesus and how do Christians remember him? (Th) iii. What did Jesus teach his followers and how did he teach? (Th) iv. How and where do Christians worship and celebrate? (HSS) 	<p>God as Creator and the beauty of Creation, and the early revelation of God to Abraham, Isaac, Jacob, and Moses. The Bible and its format (simple); stories from the Bible that teach about God.</p> <p>The life of Jesus (simple) – the narratives of his life (key events such as birth, some of the miracles, Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday,) and the disciples; Son of God, Incarnation and Salvation with links to Christmas/Easter</p> <p>The stories and parables told by Jesus – particularly the Lost sheep, coin and son, Good Samaritan, other parables as appropriate. Miracles, such as feeding of 5000, and healing of the lame man on the mat.</p> <p>Christian worship at home and in the church, looking for some of the symbols in church that link to Christian teaching, particularly the life of Jesus. Baptism. Christmas</p>	KS1 Real People, Real Faith films – Stories and symbols will be appropriate to assist in answering several of these questions. There are Anglican, Baptist and Catholic versions.

		<p>v. How do Christians show that they belong to the church? (HSS)</p> <p>vi. What do different Christians believe about prayer? (Th, Ph)</p>	<p>and Easter celebrations. Look at and visit local church buildings and from other parts of the world if appropriate. Explore some denominational differences, that are local to context including some simplified data from the 2021 census.</p> <p>Most Christians see church as the people (the body of Christ) not just the buildings. The church, like one big worldwide family, is made up of different styles of prayer and worship. Some believe that differences do not matter but that belief in Jesus is the most important thing. Explore the various practices around Baptism (or thanksgiving) and confirmation or Communion. This could include looking at the lives of some contemporary prominent Christians.</p> <p>Different ways of praying and the Lord’s Prayer – Prayers of praise, rejoicing, adoration, confession asking (Thank you, sorry, please prayers). The impact of prayer on the lives of believers.</p>	
	Judaism	<p>vii. What do Jewish people believe about God and where do these ideas come from? (Th)</p> <p>viii. Who is remembered by Jewish people and why? (Th)</p> <p>ix. What do Jewish people celebrate and why? (HSS)</p>	<p>Oneness of God, Shema, Creator, 10 commandments, Torah, creation,</p> <p>Abraham and Sarah, Jacob, Joseph, Moses, Noah, Johah, Elijah and the stories linked to them, as well as the concept of Torah, and remembering and honouring your family/parents. Remembering is important in Judaism and links to many of the Jewish festivals.</p> <p>Passover, Shabbat, Rosh Hashanah, Yom Kippur, Chanukah, Simchat Torah. Different ways of celebrating in different</p>	<p>KS2 Real People, Real Faith films about relationship with God, as well as the KS1 films about stories. There are Orthodox and Reform films.</p>

		<p>x. Why do many Jewish people (Jews) go to the synagogue? (HSS)</p>	<p>countries. Celebration at home as well as in the synagogue. Synagogue as a place of learning, as well as worship. Role of the rabbi in the synagogue and role of the synagogues in the community. The role of Torah in the lives of many Jewish people and how it is stored and handled. Belonging to a community.</p>	
	Hindu Dharma	<p>xi. What do Hindus believe about God and where do these ideas come from? (Th, Ph)</p> <p>xii. How important is the Mandir for Hindus? (HSS)</p> <p>xiii. What do Hindus learn from some of their stories?</p> <p>xiv. What do Hindus celebrate and why? (HSS)</p>	<p>Brahman (one God) and the Trimurti, Rama and Sita, Ganesha, Hanuman, Gurus, and Rishis. Symbolism Cyclical time and reincarnation, avatars and murtis, Atman and Namaste</p> <p>The role of the mandir in Hindu life, worship in the mandir and worship at home, Puja, Aarti, meeting place for the community.</p> <p>Diwali, Holi, Navaratri and the stories that accompany them, dance, music and yoga, Puja, Ganesha, Rama and Sita, Holika and Prahlad.</p>	<p>KS2 Real People, Real Faith Hindu films about relationship with God, as well as the KS1 films about stories.</p>
	Non-religious worldviews	<p>xv. What do Humanists believe and where do these ideas come from? (Ph)</p>	<p>The world is a natural place formed by natural forces and evolution. Ask questions, use observation and evidence to gain understanding. Demonstrate kindness to other people, animals, and the planet. People should be free to find what makes them happy. Happy Human symbol. Responsibility on humans to protect the weak and the environment. Golden Rule</p>	<p>The KS1 Humanist films look at the symbols and stories that Humanists use to help them make sense of the world.</p>

LKS2 7s-9s	Y3 Introductory questions (1 or 2 lessons)	How do we learn about beliefs from the way that people behave? (HSS) This is the place to introduce/revise disciplinary knowledge (theology, human and social science, and philosophy) and methodology: hermeneutics (textual interpretation), surveys, interviews, ethnographic study and analysis of data, thought experiments, debate, critical thinking and processes of reasoning.	Choose a practice introduced in KS1 (e.g. prayer or meditation or giving) to frame an enquiry building on the disciplinary content introduced at KS1. This may be a good place to explore the similarities and differences between religious and non-religious practice. Mindfulness, for example, is a practice employed by people of different religions and non-religious worldviews. This is also where we need to explore the way that some people choose to behave certain ways, even if they do not ascribe to a prescribed set of beliefs.	<i>Teachers to write</i>
	Y4 Introductory question 1 or 2 lessons.	What do texts and stories reveal about peoples’ beliefs and worldviews? (Th)	Choose a text or texts that reveal something about what people believe. This could focus on one worldview, or you could choose a text that is read by several traditions and begin to examine the differences. For an Abrahamic focus maybe look at a story from the Hebrew Bible /Old Testament and see how it is handled in Christianity and Islam. The stories about Isa (Jesus) from the Qur’an could be compared with Christian stories about Jesus. For an Dharmic focus, maybe look at the story of the Blind Men and the Elephant and see how the Dharmic traditions use this tale. For non-religious worldviews, the Golden Rule may be explored here.	<i>Teachers to write</i>
	Christianity	<ul style="list-style-type: none"> i. What are the Christian views about who Jesus was? (Th) ii. How did Jesus teach his followers to show friendship? (Th, HSS) 	<p>Trinity, Son of God, Son of Man, Messiah, Saviour, Nativity, Prophecies, the teaching of Jesus and his miracles. Jesus was Jewish. Divinity and humanity of Jesus, good man, teacher, prophet, healer, preacher, character of Jesus – loving, kind, compassionate. Compare to the character of God.</p> <p>The role of sin and forgiveness. Range of Bible stories – Zacchaeus, the Disciples, Forgiveness, Good Samaritan, Peter. Mark 12:28-31 – the Greatest Commandment to “love God with all your heart, soul, mind and strength” and to “love your neighbour as yourself”.</p>	KS2 Real People, Real Faith films about the relationship with God and the impact of beliefs on everyday life will support learning in units here.

		<p>iii. What are the key messages of Easter? (TH, HSS, PH)</p> <p>iv. What difference does Pentecost make? (TH, PH)</p> <p>v. Where do ideas about right and wrong come from for Christians? (TH, PH, HSS)</p> <p>vi. How and why do Christians try to make a difference in the world? (TH, HSS)</p>	<p>Easter and Holy week, communion, death and resurrection, God’s rescue plan and the role of confession and restitution. Link to Passover and Jewish traditions.</p> <p>Acts Chapters 1- 2 and Holy Spirit, (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13). Community</p> <p>The 10 commandments and other expressions of the rule of law – particularly in the teachings of Jesus. (Golden Rule). Sermon on the Mount</p> <p>Christian life and the work of the church locally and globally in social justice (e.g. foodbanks, debt assistance and overseas aid charities) (local and global) now and historically (include Lord Shaftesbury, Wilberforce and Wesley)</p>	
	Islam	<p>vii. What do Muslims believe about God and where do these ideas come from? (Th,Ph)</p> <p>viii. Who is Prophet Muhammad and why is he important to Muslims? (Th)</p>	<p>Tawhid, starting every task with "Bismillah" (In the name of Allah), Shahadah and the 5 pillars, Allah introduces Himself to us in the Quran with His 99 names, each carrying unique attributes, for example, Rahim (Most Merciful) and Wadud (Most Loving). What Muslims believe about God (Allah) and how the different names of Allah help Muslims to understand Allah.</p> <p>He is known among people as trustworthy, the last prophet, (the seal of the prophets - Quran Surah 33.40) universal, receiving the Qur’an from Gabriel (Jibreel), revelation, being a crucial moral example. The Night of Power, Muhammad as presented in the Qur’an.</p> <p>Preservation of the Qur’an until today, calling people to goodness, the first command being "read", encouraging</p>	<p>KS2 Real People, Real Faith films about the relationship with God will support learning here. There are Sunni and Shia films.</p>

		<p>ix. What is the Qur’an and why is it important to Muslims? (Th, HSS)</p> <p>x. How important is the Mosque for Muslims and their community?</p>	<p>human inquiry, intellect, and science, with the Qur’an being a guide for humanity and the universe. Qur’an is the last word God sent to humanity, the direct words of God and offers a complete code for life. How the Qur’an is handled and treated. The origin of the 5 Pillars.</p> <p>Mosque, Ummah, community centre, , madrassa, morgue, teaching, learning, library, Friday prayers,</p>	
	Sikhi	<p>xi. What do Sikhs believe about God and where do these ideas come from? (Th, Ph)</p> <p>xii. How does the teaching of the Gurus influence the daily lives of Sikhs? (Th, HSS)</p> <p>xiii. What is the Guru Granth Sahib and why is it important to Sikhs? (Th, HSS)</p> <p>xiv. How does the Gurdwara contribute to Sikh life and worship? (HSS, Ph)</p>	<p>Mool Mantra, Waheguru, Nam Japna, Guru Nanak, and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach.</p> <p>Introduction of the Gurus; Guru Nanak and Guru Gobind Singh Khalsa, Vaisakhi, 5 K’s, Sewa, Vaand chakkna, Kirat Karna</p> <p>Treatment of the Guru Granth Sahib as a living Guru, not a book. Who can read it, how, used in naming ceremonies and in weddings. Divine revelation, compilation, and content, including prayers, hymns. Role of the 5th and 10th Gurus.</p> <p>The role of the gurdwara, especially Langar, Guru Granth Sahib Ji and worship. The gateway to the Guru; place for meeting with God and serving the community.</p>	<p>KS2 Real People, Real Faith Sikh films about the relationship with God will support learning here.</p>
	Non-religious worldviews	<p>xv. How do Humanists live good lives? (Ph)</p>	<p>Humanism is non-religious approach to life. Humanists are atheist or agnostic. . Humanists often live by the Golden Rule, as do many world religions. <i>Treat other people as you'd want to be treated in their situation.</i></p>	<p>The KS2 Real People Real Faith humanist films will be useful here.</p>

			Humanists have ceremonies for baby naming, marriages, and funerals	
UKS2 9s-11s	Y5 Introductory Question (1 or 2 lessons)	Why do some people choose to follow a religion and others do not? This is the place to introduce/revise disciplinary knowledge (theology, human and social science, and philosophy) and methodology: hermeneutics (textual interpretation), surveys, interviews, ethnographic study and analysis of data, thought experiments, debate, critical thinking and processes of reasoning.	Introduction to the vocabulary of religious, non-religious, faith, secular, atheist, and agnostic will be included here along with some of the wider consequences of belonging to a faith community. Include raising questions about whether belief and faith are logical and reasonable. Perhaps this is where we need a timeline of the different religious traditions.	Teachers to write
	Y6 Introductory question	Does a belief in life after death make a difference to how a person lives now? This is the place to introduce/revise disciplinary knowledge (theology, human and social science, and philosophy) and methodology: hermeneutics (textual interpretation), surveys, interviews, ethnographic study and analysis of data, thought experiments, debate, critical thinking and processes of reasoning.	Look at the issues of hermeneutics (textual interpretation) and explore creation stories - include humanist and other non-religious worldviews. This will follow on from the unit about whether belief and choosing to follow a religion is reasonable.	Teachers to write
	Christianity	<ul style="list-style-type: none"> i. Why is the Bible important in Christian worship both in church and at home? (Th, HSS) ii. How is the Bible interpreted by different Christians? (Th, Ph) iii. How does the Bible teach Christians to be wise? (Th, Ph) 	The story of the Bible as a whole, its history and translations. The way Christians use the Bible, at home and in church , especially in worship but also as a basis for songs and hymns . Also, in preaching and inspiration in architecture – e.g., stained glass windows and symbols . Different readings of creation, parables, miracles , and other teachings. The relationship between the Old and New Testaments and the role of prophecy , particularly as an interpretation of the Nativity and Easter stories. Literal and metaphorical readings. What truths do these stories tell. Reading behind, The wisdom literature - Psalms and Proverbs in particular and how these texts influence show how a person following the teachings of Jesus ought to behave.	

		<p>iv. What do Christians believe about life after death and how do they show these beliefs? (Th, Ph)</p> <p>v. How and why do Christians show commitment to God? (Th, HSS, Ph)</p> <p>vi. How do Christian beliefs influence the way people respond to local and global issues? (Th, HSS, Ph)</p>	<p>The big questions of life and death; resurrection, life after death, heaven. Explore the resurrection of Lazarus and the healing of Jairus’ daughter. Explore funeral practices and memorials. Look at a range of memorial headstones and what the inscriptions reveal about Christian beliefs. Find out whether all Christians believe the same and discuss why there may be differences and whether they are significant.</p> <p>Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, communion Sacraments and denominational differences in practice – creed, classes, 39 articles of the C of E</p> <p>Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance. Racism and prejudice.</p>	<p>The KS2 Real People, Real Faith film about the impact of God on daily life will support learning in this unit. There are Anglican, Baptist and Catholic films.</p>	
	<p>This syllabus recommends Judaism and Islam. Schools may choose to focus on one in preference to the other.</p>	<p>vii. What do believers learn about God and human life from their sacred texts? (Th)</p>	<p>Islam Core theological ideas from the Qur’an, Hadith, Sunnah: Tawhid (monotheism), Ummah, Sharia, human life and flourishing. 6 fundamental pillars of faith in Islam. Allah introduces Himself to humanity in the Quran. Muslims learn His 99 names from the Quran, and in</p>	<p>Judaism Core theological ideas from the Torah, Tenakh, Talmud: God, Shema, and covenant. Value of life, Love thy Neighbour, Life after death.</p>	

		<p>viii. How do different believers practise their faith in worship, at home and in the community? (TH, HSS)</p> <p>ix. How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)</p>	<p>many verses, they learn that he is merciful and loves every creature. Purpose, Free Will, Equality, The Afterlife.</p> <p>Use of the Qur'an in worship in the mosque, 5 Pillars, daily and Friday prayers, importance and purpose of Salah. Role of the imam etc. Hajj, Eid; Rites of passage as appropriate. The 5 fundamental acts of worship in Islam and meanings/benefits for individually and socially. sadaqa (even smiling), athan. The Qur'an is the primary source for worship. For Muslims, the earth is a place of worship, meaning there are no restrictions on where to worship or pray. They can worship anywhere as long as it is clean. Halal and Haram foods.</p> <p>Muslim responses to care for creation, Red Crescent and other Muslim charities, eco/green Mosque in</p>	<p>Role of the synagogue in the Jewish community and the place of family, laws of kashrut, shabbat and other festivals. Jewish values; Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim</p> <p>Tu BiShvat – place of trees in Jewish teaching, Mitzvah Day, Jewish charities, tikkun Olam etc</p>	<p>The KS2 Real People, Real faith films about relationship with God and the impact of beliefs on daily life will support learning in these units. There are Sunni and Shia Muslim films, and Reform and Orthodox Jewish films.</p>
--	--	--	---	--	---

			Cambridge. Some examples are the Emphasis on Justice (Adl), Dignity of All People, Helping the Needy (Zakat and Saddaqah), Standing Up for the Oppressed, Maintaining Social Order.			
	This syllabus recommends revisiting Hindu and Sikh Dharmas. Some schools may prefer to introduce Buddhism.	<p>x. What do believers learn about God and or human life from their sacred texts and stories? (Th)</p> <p>xi. How do different believers practise their faith in worship, at home, and in the community? (Th, HSS)</p>	<p>Hindu Dharma Smriti and Shruti. Explore some of the key stories and what is learned from them – e.g. Krishna and Arjuna, Rama and Sita, Prahlad and Holika. The 4 Ahramas (stages of life). Ganesha as the remover of obstacles, avatars. Reincarnation</p> <p>Explore range of Hindu practice in Mandir and at home, Ganesha as remover of obstacles, role of prayer and</p>	<p>Sikhi Guru Granth Sahib, Mool Mantra, and equality. Oneness of humanity Stories of the 10 Gurus e.g., Bhai Lalo and Malik Bhago, Akbar and Langar Reincarnation</p> <p>Explore how the GGSJ is treated in the Gurdwara, Langar, Khalsa, Rites of passage, Amrit, Harmandir</p>	<p>Buddhist Life of Siddhartha Gotama (The Buddha), Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Five Precepts, stories including Kisa and the Mustard Seed, the Donkey in the Well, Three Jewels</p> <p>Monasteries, diversity, artefacts (used by some), meditation, chanting,</p>	<p>KS1 Real People Real Faith Buddhist film about stories may be useful here, as it offers an introduction.</p> <p>The KS2 Real People, Real faith films about relationship with God</p>

		xii. How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	<p>meditation. Rites of passage, Pilgrimage, respect for family values</p> <p>Sources of authority and the concept of Dharma, Karma, vegetarianism etc. Responses to poverty and injustice</p>	<p>Sahib (Golden Temple).</p> <p>Miri Piri Sikh charity work, (Khalsa Aid, NishkamSWAT) Sewa, langar, Fighting for equal rights, martyrdom of Guru Tegh Bahadur)</p>	<p>the Buddhist Sutras</p> <p>Serving the community</p>	<p>and the impact of beliefs on daily life will support learning in these units. There is one series of films for each of Hindu, Sikh and Buddhist Dharma.</p>
	Non-religious worldviews (with a focus on Humanism)	xiii. How do Humanists and/or other non-religious worldviews respond to global and social issues?	<p>Role of reason and evidence with empathy for all concerned (Golden Rule). Humans are responsible for Confronting issues which harm people or nature. Actions have consequences. Morality and ethics are not absolute - right action depends on context. Campaign for equality and human rights, and to protect the environment. The principle of one life and choice about how to live without harming others</p>			
KS3	This syllabus recommends a 3-Year Key Stage 3, as preferred by Ofsted. Students in Y9 must receive teaching in line with the requirements of this Locally Agreed Syllabus and the recommend time is 45 hours over the year.					
KS3 11s-14s	Compulsory UNIT	<p>What is meant by religion and worldviews? Why do we study them?</p> <p>This is the place to introduce disciplinary knowledge (theology, human and social science, and philosophy) and methodology: hermeneutics (textual interpretation), surveys, interviews, ethnographic study and analysis of</p>	<p>Building on KS1 and KS2 learning. This unit will give the secondary school an opportunity to find out what pupils have learned about the nature of religion and worldviews, specific religious traditions and how and why the study of them is important.</p>			Unit to be written by teacher writing panel

		data, thought experiments, debate, critical thinking and processes of reasoning	This is a refresher on the ways of knowing (disciplines) of theology, Human Social Science and Philosophy. What, how and why do we study RE? A local study, diversity within and between. Lived and diverse reality of religions and worldviews.	
	Christianity (See Philosophy and ethics units for further questions)	<p>i. How and why did Christianity become a global religion? (Th, HSS)</p> <p>ii. Does following the teachings of the Christian church affect a person’s lifestyle? (Th, HSS, Ph)</p> <p>iii. What do Christians believe about Jesus? Why are there so many different interpretations? (Th, Ph)</p>	<p>Story of Pentecost and the birth of the church. The role of evangelism, and the Holy Spirit. Examine the role of preaching and teaching, and prayer. Acts 10, and the story of the Good Samaritan as well as other stories about Samaritans and outcasts. Diversity within tradition, e.g. liberation theology and other modern examples. Christianity as a global, diverse and living tradition. The conversion of Constantine and the political spread of Christianity as the recognised religion. Protestant, Catholicism and Orthodox traditions and practice.</p> <p>Explore issues of Christian Lifestyle, e.g., employment choices, values, human relationships, marriage, and cohabitation. Explore Biblical teaching and interpretation. Life after death, what motivates a believer to be loving and kind. Parable of the Sheep and the Goats (Matthew 25: 31-46). Opportunity to show some positive contributions made by the church to looking after the poor and sick (medieval times) education, and social reform. Key people Martin Luther King, Rosa Parks, Katherine Johnson, Corrie Ten Boom, Archbishop Desmond Tutu. Rev Steve Chalk. Chad Vera etc (It’s not just Humanists who have good people)</p> <p>Son of God, Son of Man, Messiah, Saviour, Old Testament prophecies, Salvation, Final judgement, heaven and hell, Revelation and reason. Different interpretations. The historical person of Jesus, - human and divine. Trinity,</p>	<p>The KS3 Real People, Real Faith film about the interpretation of sacred texts will support learning here.</p> <p>The KS3 Real People Real faith film about science and religion will support learning in this unit.</p>

		<p>iv. How could science and Christianity be compatible? (Ph, Th)</p>	<p>Incarnation. Representations of Jesus – art, icons, film & media etc. How do other worldviews see the person of Jesus?</p> <p>The perceived conflict between science and religion, particularly the question around creation, but also the reliability of the Biblical text with reference to sickness and miracles. For example, would Jesus have acted differently if there was modern medicine? Darwin et al.</p>	
	Buddhism	<p>v. What do Buddhists believe about Buddha and why do people follow him?</p> <p>vi. How does following the teachings of the Buddha affect a person’s lifestyle? (Th, Ph, HSS)</p>	<p>Life of the Siddhartha Gautama (known as the Buddha) – birth (prophecy) and childhood – protected from suffering – impact of the four sights – leaving the palace – quest for truth – long path to enlightenment (ascetism) – decision to teach others</p> <p>Definition of Buddha – enlightened one – lessons that can be taken from different parts of Siddhartha’s story stories as a way in. Different beliefs about Buddha; one Buddha or many? Jatakas?</p> <p>Explore lifestyle issues and how teachings may impact on these e.g.,</p> <p>Three Poisons – greed, hatred and ignorance (avoidance of)</p> <p>Three marks of existence – including Anicca – everything changes</p> <p>Four Noble truths – suffering</p> <p>Five Precepts – non-violence – lifestyle choices, values, human relationships.</p> <p>Noble Eightfold Path – including Right awareness, thoughts, attitude and actions - employment choices – meditation.</p> <p>path to enlightenment through self-improvement and minimising suffering for those around you.</p> <p>Nirvana/Nibbana</p>	<p>The KS3 Real People, Real Faith Buddhist films will support learning in this unit.</p>

		vii. How and why did Buddhism become a global religion? (HSS)	<p>The Three refuges – Buddha – Dharma - Sangha Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Refer to the Five Precepts and Noble Eightfold Path, Three Poisons</p> <p>Diversity within tradition, Nicheren, Theravada, Mahayana, Pure Land, Zen Buddhism etc Bodhisattvas, Arhats, Dalai Lama Buddhist approach to life including protest – impact in the UK. The Three refuges</p>	
	Non-religious worldviews (with a focus on Humanism)	<p>viii. How does following Humanist beliefs affect a person’s lifestyle? (Th, HSS)</p> <p>ix. Which people have most influenced Humanists and how?</p>	<p>Humans responsible for solving world problems through justice and social activity. No afterlife, so justice must occur in this life. One life, so take personal responsibility to make it a good life. Personal liberty. Freedom to choose religion or belief, support apostates, LGBTQ+. Promote secular institutions in education, parliament... Right to critique other worldviews. Think for yourself, act for others. Non-religious rites of passage - naming, marriage, funerals. Non-religious chaplains.</p> <p>Humanist ideas in ancient India (Charvaka school), China (Confucius) and Greece (Democritus). Charles Darwin Origin of Species different species evolve naturally. John Stuart Mill (On Liberty) Liberty of each person. “Serve humanity and have deep concern for the general good” early description of Humanism. Charles Bradlaugh: right to affirm allegiance rather than take an oath on the bible. Founded National Secular Society. Jailed for publishing Annie Besant’s pamphlet on family planning.</p>	The KS3 Humanist films about textual interpretation and science will be useful here.

		<p>x. What other non-religious worldviews are there and how are they similar or different to Humanism?</p>	<p>Early Humanists-thinking women include George Eliot, Mary Wollstonecraft, Annie Besant. Famous political Humanists include Nye Bevan created the NHS, Leo Abse legalized gay sex, Pandit Nehru, First Indian Prime Minister. Current Humanist writers include Michael Rosen, Stephen Fry and Alice Roberts.</p> <p>Sentientism, (https://sentientism.info/what-is-sentientism/an-overview) ethical veganism (https://www.vegansociety.com/news/blog/foundations-ethical-veganism)</p>	
	Islam	<p>xi. Which prophets do Muslims remember and why? (Th, Ph)</p> <p>xii. How and why did Islam become a global religion and what impact has this had? (Th, HSS)</p>	<p>Definition of Prophethood and prophesy for Muslims; Explore the key prophets and their lasting impact on Muslims – e.g, Ibrahim, Nuh, Musa, Isa. Focus on Prophet Muhammad and his example. Sunni, Shi’a and the question of succession. How are the prophets remembered? E.g., Hajj, stories, Ka’aba</p> <p>Exploration of Ummah, Hajj, Aid, Historic spread of Islam, Islamic Scholarship, e.g., scientific and medical advances. Schools of thought. Census data, local study. Islam offers a monotheistic belief system with a clear moral code and social structure. For some, it may have been seen as a more unifying alternative to the existing religious landscape. Islam also offered a more egalitarian social structure compared to some existing societies. It also emphasizes community and belonging, which can be appealing in a globalized world where people might feel isolated.</p>	<p>The KS3 Muslim films about textual interpretation and</p>

		<p>xiii. How does following Islamic teachings affect a person’s lifestyle?</p>	<p>Prayer and worship, family and community, morality, education, respecting each other. Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Qur’an and Hadith, Sharia, Jihad (lesser and greater) Characteristics of a Muslim according to the Qur’an and the words of Prophet Muhammad.</p> <p>Islam offers a solid foundation with a consistent set of rules that regulates a Muslim’s life (helps with not getting lost in the so many fast-paced trends), while offering a framework of applying flexibility in both introducing and adopting new thought-through lifestyles and systems which are beneficial to the individual and society.</p> <p>Muslims who properly adhere to the Islamic guidance set themselves free from indulging into harmful addictive habits (alcohol, gambling, pornography, etc.), and accordingly lead a healthy life that transcends to their families and society.</p> <p>Islam gives a clear message to Muslims about the purpose of life (that it is just a test), and when someone lives with purpose s/he can enjoy the goodness in life and endure its difficulties. Islamic Relief, Red Crescent. It’s important that all world views are seen as producing some good people.</p> <p>The after life? Why is a Muslim good? because it affects their place in the afterlife. Judgement Day - God weighs our good and bad deeds. How we respond to suffering also important.</p>	<p>science will be useful here. There are Sunni and Shia films</p>
	<p>Philosophical (Must include Christianity, at least one of</p>	<p>i. Is there a God and does it matter? (Th, Ph)</p>	<p>What evidence do Christians use for God – e.g. stories of revelation and miracles? How does this compare to scientific views - explore the difference between evidence, proof, facts, beliefs, and opinions. Introduce the concepts</p>	

	<p>the Worldviews already studied and a choice of other worldviews as appropriate e.g., Baha’l, Zoroastrian, Rastafari, Paganism etc.)</p>	<p>ii. What do we mean by a just and fair world and who decides? (Th, Ph, HSS)</p> <p>iii. Do ‘Good’ and ‘Evil’ exist and who is responsible? (Ph)</p>	<p>of theism, atheism, and agnosticism (NB. can explore theism / atheism through Christopher and Peter Hitchens, Bertrand Russell). Consider different types of evidence (e.g., physical evidence, reasoning / logic). The design argument, first cause, experience – classic arguments and counterarguments. Revelation, Incarnation and Resurrection.</p> <p>What is morality? Where do morals and ethics originate? Is truth absolute or relative? What is fairness? Who decides what is good? Sources of authority, conscience, laws, accountability. Where do laws come from? Consider Justice in the Old Testament and what that meant. Noah’s Ark, Genesis 3 – introduce the concept of Original Sin. Explore the concept of tzedakah (justice) in Judaism; Maimonides’ Ladder of Tzedakah. 10 Commandments, More ethical, charity, service, virtue ethics, Climate and environmental justice. Social justice, racial justice, sexism, prejudice and discrimination. The fight against social injustice. Ghandi, etc.</p> <p>What is human nature? Is it part of who we are? Define good and evil. Natural and moral evil. Is goodness linked to God, or separate? Is evil the absence of good (see Augustine’s theodicy)? Responses to evil: karma, al-qadr, inconsistent triad, free will, divine plan. Whose responsibility is evil? Is it internal or external factors? Is it a choice? Genesis – Cain and Abel. Different understandings of evil – e.g., the devil, jinn, evil as a supernatural force, evil as human actions. (The Doors of the Sea by David Bentley-Hart)</p>	
--	--	--	---	--

		<p>iv. What are different responses to suffering? (Ph)</p> <p>v. Should religious people feel a greater responsibility for protecting the natural world?</p>	<p>Story of Job, divine plan. Heaven/hell. Reincarnation, comparing to Buddhist ideas of suffering as a part of life. Explore a simple introduction to theodicies (e.g., suffering is a test, suffering is how we learn, suffering is punishment, suffering enables us to appreciate good). Include theological and practical responses, and the interplay between them. Theology: atonement, death of Jesus, prayer and unanswered prayer; Allah permits suffering, predestination.</p> <p>Irenaeus – soul making, CS Lewis – using suffering for good. (The Philosopher Queens – by Rebecca Buxton and Lisa Whiting explores 20 female philosophers including, Angela Davis, perhaps the most iconic symbol of the American Black Power Movement and Azizah Y. al-Hibri, known for examining the intersection of Islamic law and gender equality.)</p> <p>Climate change, environmental issues, Laudate Si, (encyclical letter), inter-faith work to address issues, Eco church, Eco Mosque, carbon fast, stewardship vs dominion. Genesis 1 and 2 and how they line up with stewardship and dominion. Charity work to look after the world around them. Explore different origin stories for the world, including the Big Bang. Introduce the Jewish concept of tikkun olam and explore movements like the Coalition on the Environment and Jewish Life. Political interactions, Extinction Rebellion, Just Stop Oil protest. How far should we go to protect the planet?</p>	
KS4	<p>This syllabus recommends that all students should follow an accredited course, such as GCSE, either full or short course. In any case where the following of such a course is not possible, all pupils must receive Religious Education that meets the requirements of this syllabus. The expectation is that such students will build on prior learning, covering any content that was not taught at KS3 and including an appropriate</p>			

	choice of themes and questions as set out below. This will require about an hour a week. The exact choice of worldviews and how to timetable this is entirely at the discretion of the school.			
CORE	Christianity	Choose any of the questions from KS3 that were not covered		
	Any of the previously taught worldviews plus a new worldview of choice: E.G. Baha'i Zoroastrian, Rastafari, Paganism Sentientism and ethical veganism Indigenous religions	Choose questions from KS3 and align them with different worldviews, religious and non-religious.	Content as appropriate to worldviews chosen. Themes suggested: Gender Making links with the creative arts – e.g. faith in art, representations of Jesus, etc Examples of faith in action Is religion dying out or growing?	Any of the KS3 Real People, Real Faith films that have not been used yet could support learning across a range of religions.
KS5	Where possible 'A' level RS should be offered, but all students should receive at least 10 hours of specific religious education each year. Those over 18 may withdraw themselves from RS.			
	Select as appropriate to cohort	How do different worldviews respond to the following:	Medical ethics and assisted dying Economic – money lending Current affairs – religious dimensions of current news Religion in the media and advertising Religion in the arts Freedom of speech and censorship and persecution Religion and Politics	

			Portrayal of religion within religious communities War and conflict	
--	--	--	--	--

West Berkshire SACRE action plan updated June 2024

Aim	Actions	Timescales	People Responsible	Cost	Summer 2024	Autumn 2024	Winter/Spring 2025
<p>A. CORE BUSINESS</p> <p>To be a supportive and proactive SACRE enjoying full and well-informed membership</p>	1. Fill membership vacancies	Ongoing	SACRE Chair SACRE Clerk		Ensure West Berkshire SACRE is representative of the West Berkshire area. An ongoing process		
	2. SACRE members attend termly SACRE meetings (3 per year) and, when possible, teacher meetings and training events	Termly SACRE meetings: Summer 2024 Autumn 2024 Spring 2025	SACRE Chair/SACRE Adviser SACRE members SACRE Clerk	SACRE Adviser to prepare and attend x3 SACRE meetings a year. SACRE Clerk to administer each meeting. LA officers and Adviser prep time	Tuesday 18 th June 2024 4.30pm	Tuesday 22 nd October 2024 4.30pm	TBD
	3. Produce annual SACRE Report	Autumn Term	SACRE Chair/vice chair	SACRE chair		Bring draft to Autumn 2024 meeting.	Complete by feb 2025 Send to NASACRE by feb 2025
	4. Review the action plan at each meeting and discuss updates	At each SACRE meeting	SACRE Adviser and SACRE	SACRE Adviser time	At each SACRE meeting	At each SACRE meeting	At each SACRE meeting
	5. Subscribe to NASACRE Representation at annual NASACRE conference & AGM Attend other relevant and useful events	Ongoing	SACRE clerk SACRE Adviser	Subscription £105 <i>SW SACRE conference fee and advisor time</i> <i>NASACRE Conference and AGM - SACRE Adviser time to attend NASACRE conference</i>	NASACRE conference May 2025- DR attending	Subscription rate £105	SW SACRE conference – March 2025 Strictly RE January 2025 – DR will attend
	6. Monitor the locally agreed syllabus – especially in the lead up to review	Ongoing Part of the Pan Berkshire Hub plan	SACRE	Increased budget when review process begins again – new syllabus review began 2021/2 through the Hub	Falls under the remit of the Pan Berks Hub– latest developments include reaching out to religion and worldview groups – teachers consulted through networks – syllabus writing group in advanced stages (May 2024)		
	7. Monitor and offer guidance on Collective Worship in schools	ongoing	SACRE		At each meeting SACRE to discuss ways of monitoring and supporting collective worship – Adviser to share guidance produced from other SACREs for members to consider. Short document produced and circulated 2023		

B. To support teachers of RE to continually improve RE learning in their schools	1. Connect with RE leaders through primary networks	Ongoing –	SACRE Adviser	Adviser time	26 th June 2024 4-5pm	TBD	TBD
	2. Make connections with RE leaders through secondary networks	Ongoing	SACRE Adviser/ SACRE Chair/ Teacher rep	Adviser time if needed	TBD	TBD	TBD
	3. Collate and Distribute a termly newsletter	Termly	SACRE Adviser – SACRE members to offer suggestions	Adviser time	April 2024	Sept 2024	Jan 2025
C. To support the ongoing work of the Pan Berkshire Hub	Consolidate and develop the Pan-Berkshire SACRE Hub.	Next hub meeting – TBA	SACRE members to attend where possible	Part of the hub commitment - £900 paid to Oxford diocese – reviewed yearly	To become a SACRE agenda item at each meeting		
	Contribute to the development of the 'Real People, Real faith' video clips	Ongoing (extended due to lockdown)	SACRE members	Part of the hub contribution – follow up work could be commissioned	Updates at each meeting as part of Hub update		
	<i>Inform schools and contribute to /participate in Hub conference</i>	<i>TBD 2024/5? Syllabus launch event</i>	<i>SACRE members Hub links SACRE Adviser</i>	<i>Unknown?</i>	<i>Updates at each meeting</i>		

Italicised points are up for consideration

DR June 2024