

The New RE Agreed Syllabus 2012 - 2017

Purpose of new syllabus:

The new Agreed Syllabus for RE sets out to:

- Establish an entitlement
- Establish standards
- Promote continuity and coherence
- Promote public understanding

The new Agreed Syllabus promotes an enquiry-based curriculum.

Minimum requirements:

Phase	Time allocation	Themes
FS		<ul style="list-style-type: none">• Christianity• Religions/beliefs linked to local area
KS1	36 hours per year (50 mins per week)	<ul style="list-style-type: none">• Christianity• Islam or Judaism
KS2	45 hours per year (1 hour per week)	<ul style="list-style-type: none">• Christianity• Islam• Judaism• Hinduism

Whilst schools are expected to make their own decisions about how to divide up curriculum time (e.g. a lesson a week, themed days, RE weeks, integrated into the creative curriculum ...) schools **MUST** ensure that sufficient time is given to RE so that pupils can meet the expectations set out in the Agreed Syllabus to provide coherence and progression in learning.

Assessing RE – 8 levels of attainment , 2 Attainment Targets:

1. Learning **ABOUT** religion and beliefs – Pupils should acquire knowledge about and understanding of religions and beliefs

2. Learning **FROM** religion and beliefs – Pupils should be enabled to reflect on and respond to their study of religions and beliefs. They learn to engage with, reflect on and respond to questions of identity, diversity, belonging, meaning, purpose, truth, values and commitments.

Planning guidance

Year Group	Non-statutory unit question title	Suggested time allocation
Year 1 or Year 2	<ol style="list-style-type: none"> 1. What does it mean to belong 2. Who is a Christian and what do they believe? 3. Who is Jewish and what do they believe? <p>(Note either this unit or the unit on Islam will be studied)</p> <ol style="list-style-type: none"> 4. Who is a Muslim and what do they believe? <p>(Note either this unit or the unit on Judaism will be studied)</p> <ol style="list-style-type: none"> 5. How and why do we celebrate special times? 6. What makes some places special? 7. What can we learn from sacred books and stories? 8. How do we show we care for others? 9. Why should we care for the Earth? 10. Who is an inspiring person? 	<p>6 hours</p> <p>10 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>6 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p>
Year 3 or Year 4	<ol style="list-style-type: none"> 1. Where, how and why do people worship? 2. How and why do believers show their commitments during the journey of life? 3. How should we live and who can inspire us? 4. What are the deeper meanings of the festivals? 5. How and why does a Christian follow Jesus? 6. What do the religions teach about the natural world and why should we care about it? 7. What does it mean to be a Jew? 8. What does it mean to be a Sikh? (Optional unit) 	<p>10 hours</p> <p>7 hours</p> <p>12 hours</p> <p>10 hours</p> <p>12 hours</p> <p>10 hours</p> <p>10 hours</p> <p>10 hours</p>
Year 5 or Year 6	<ol style="list-style-type: none"> 9. Why do some people inspire others? 10. Values: what matters most to Humanists and to Christians? 11. Why is pilgrimage important to some religious believers? 12. How do people live through good times and through hard times? 13. Justice and poverty: can religions help to build a fair world and make poverty history? 14. What will make our city/town a more respectful place? <p>Choice of at least one specific religion unit to be taught in Year 5 or 6. It is suggested that schools choose one from:</p> <ol style="list-style-type: none"> 15. What does it mean to be a Muslim? 16. What does it mean to be a Hindu? 	<p>12 hours</p> <p>8 hours</p> <p>8 hours</p> <p>8 hours</p> <p>12 hours</p> <p>8 hours</p> <p>12 hours</p>

Highlighted units are fully exemplified