

# **Essex Agreed Syllabus 2022**

## **A Religious Education for the Future**

Understanding religion and worldviews for a life in a changing world

Adopted from the Norfolk Agreed Syllabus 2019

# Essex Agreed Syllabus 2022

## Aims of this training

- Outline the intent behind the new Essex Locally Agreed Syllabus
- Consider how the new Essex Locally Agreed Syllabus can be implemented in your setting
- Create an action plan to ensure the new Essex Locally Agreed Syllabus impacts the religious literacy of the pupils in your school.

# Some key building-blocks

1. What does SACRE stands for?
2. What is SACRE's role?
3. Where does RE fit with the National Curriculum?
4. How often does the RE syllabus change?
5. Which religions are (generally) regarded as the 6 *principle* faith groups in the UK?
6. What is the difference between a 'religion' and 'worldview'?

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The Purpose and Aims of the  
**Essex Agreed Syllabus 2022**

# The Purpose and Aims of the **Essex Agreed Syllabus 2022**

- Facilitate academic engagement
- Develop knowledge and understanding
- Express ideas and insight
- Develop religious literacy
- Be driven through the multi-disciplinary lenses

# Religious literacy

“Don’t unpack the boxes.”



# Andrew Flintoff

*“I got nine GCSEs at C and above. The only one I failed was Religious Education, which is probably the one thing I’ve used most since leaving school. Religious Education wasn’t just about Christianity; it was learning about the way in which different people live. Going to India and Pakistan and having an understanding helped me no end.”*

# Ofsted 2019

“Prepare learners for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.”

The Revd Dr John Hall picks this up in his Foreword to the Commission on RE Report (2018):

*“RE is an essential area of study if pupils are to be well prepared for life in a world where controversy ... is pervasive and where people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.”*

# Religious literacy

*“Hold balanced and well-informed conversations.”*



A multi-disciplinary approach



An aerial photograph of Mount Tambora, showing its large, circular caldera. A thick plume of white smoke or ash is rising from the center of the caldera, partially obscuring the sky. The surrounding landscape is rugged and brownish, with visible erosion patterns and ridges. The sky is a clear, pale blue.

What was the effect of Mount  
Tambora's eruption in 1815?

Largest eruption in recorded history

European weather changes

12 cubic miles of rock

Heard over 1000km away

Disruption to global trade

Displacement of people

Food riots in Switzerland and Germany

Highest death toll in recorded history

Westward migration across USA

“1816 - year without a summer”

Military implications

Mary Shelley writes Frankenstein

Landscape artwork – John Constable, JMW Turner

# What was the effect of Mount Tambora's eruption in 1815?

A multi-disciplinary approach

# A multi-disciplinary approach

How do Christians understand the nature of God?

Is believing in God reasonable?

How have diverse Christians beliefs about God influenced music and the arts?

# A multi-disciplinary approach

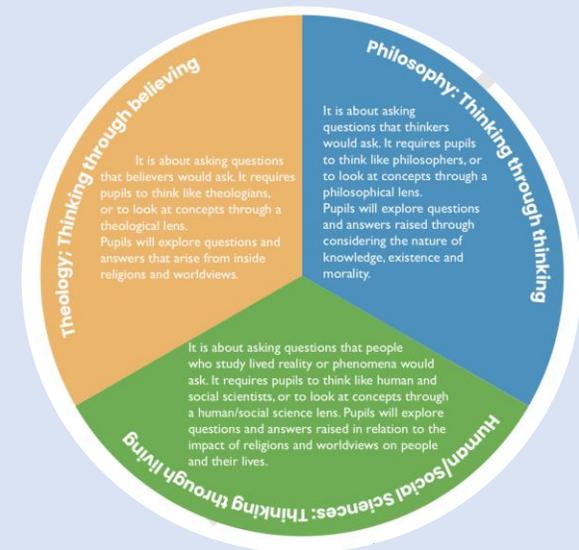
How do Christians understand the nature  
of **God**?

Is believing in **God** reasonable?

How have diverse Christians beliefs about  
**God** influenced music and the arts?

# Understanding religion and worldviews

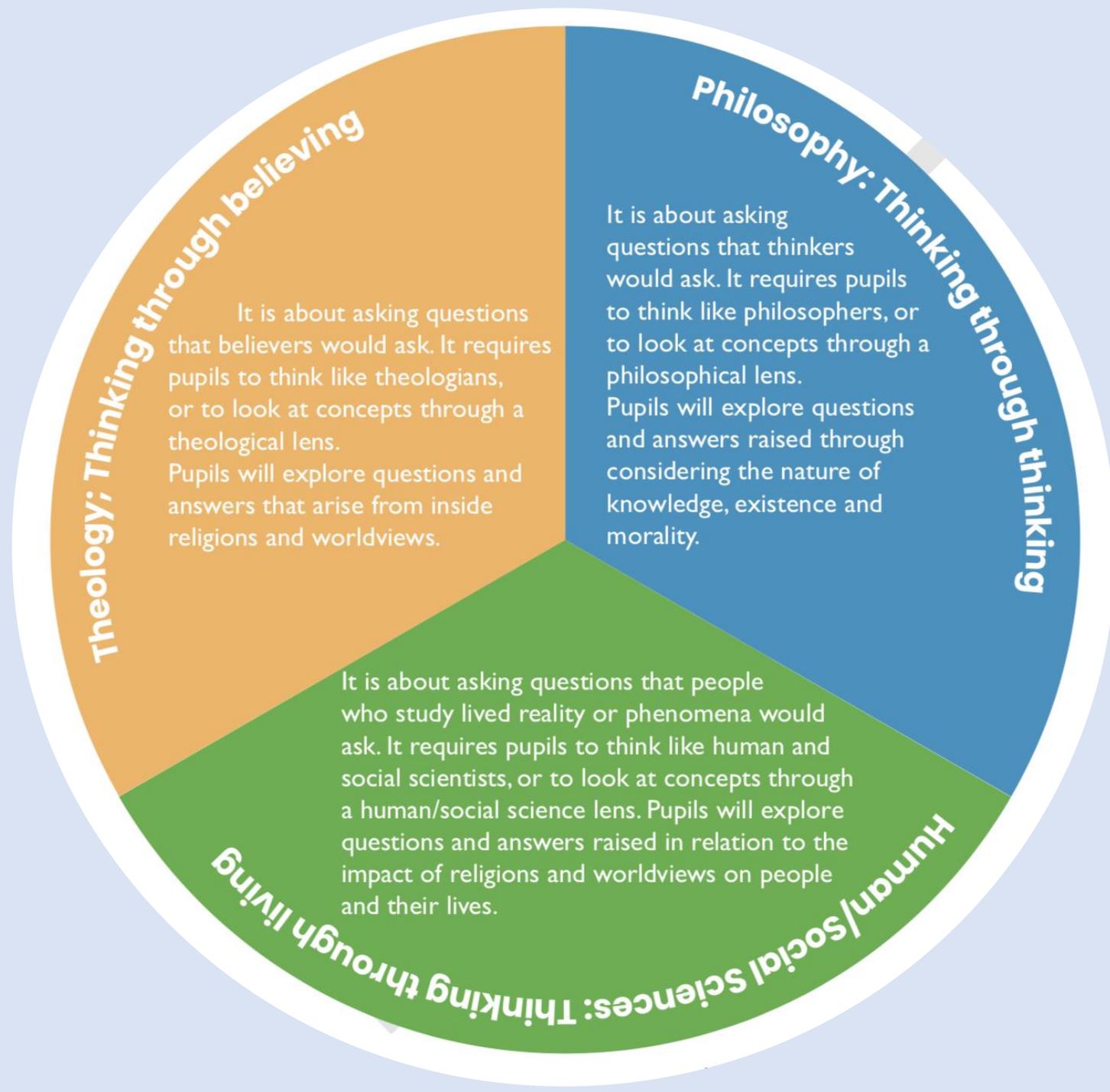
- Religion and worldviews can be studied through different lenses
- A multi – disciplinary approach provides the best way for pupils to navigate and begin to understand the changing religious landscape
- **Theology, philosophy and the human/social sciences** are rooted in intellectual traditions. They each ask different questions about religion and worldviews. We need a balance between them.



How do Christians understand the nature  
of God?

Is believing in God reasonable?

How have diverse Christians beliefs about  
God influenced music and the arts?



**Theology: Thinking through believing**

It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

**Philosophy: Thinking through thinking**

It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

**Human/Social sciences: Thinking through living**

It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.



An aerial photograph of the Kaaba in Mecca, Saudi Arabia, surrounded by a vast, dense crowd of pilgrims during the Hajj. The Kaaba is a large, black, cube-shaped structure with gold-colored bands and a door. The pilgrims are mostly wearing white ihram clothing. In the background, there are several golden domes and arches of the surrounding mosque.

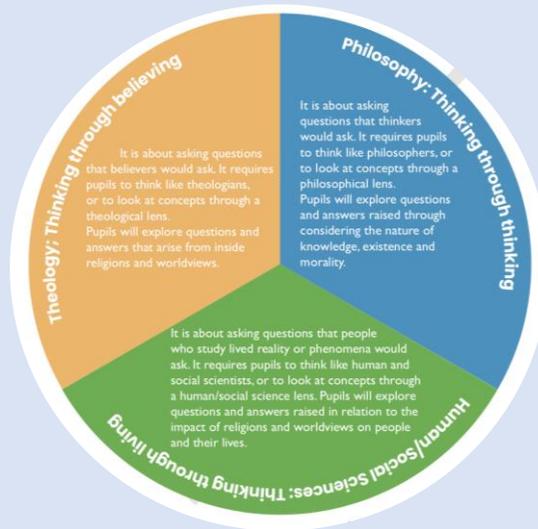
# A multi-disciplinary approach

What does Hajj teach Muslims about Allah?

Why is one place more special than another?

How do Muslims perform Hajj?

# A multi-disciplinary approach





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# The Statutory Requirements (P6-7)

## The Legal requirements are

- RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request.
- RE must be taught in accordance with an Agreed Syllabus in Community schools, Foundation schools and Voluntary Controlled schools.
- Schools are required to provide an annual report to parents on attainment and progress.
- **In place by September 2023. Until then the current Agreed Syllabus is remains in place.**

### Statutory Requirements for the Provision of RE

The primary legislation passed with regard to RE between 1944 and 1993 was consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). Circular 1/94 and the subsequent revision of this guidance in 2010 (Religious Education in English Schools: Non-Statutory Guidance 2010) offered an interpretation of the legislation.

#### The legal requirements are:

1. RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request. [6252]

# Religions and worldviews (P15, P31)

## Progression across the Key Stages

- **Christianity** should be studied **at each key stage** to ‘reflect the fact that the religious traditions in Great Britain are in the main Christian’ (Education Act 1988)
- **other principal religions** represented in Great Britain (usually regarded as Buddhism, Hinduism, Humanism, Islam, Judaism and Sikhism) should be studied **across the key stages**; although they do not have to be studied in equal depth, nor all of them in each key stage
- **other worldviews** may be studied such as, the Baha’i faith, Jainism and Zoroastrianism.
- RE is a statutory entitlement for students aged 14-19

Key Stage	EYFS	Key Stage 1	Key Stage 2	Key Stage 3 (Pre-GCSE)	Key Stage 4	Key Stage 5
Religions and worldviews	<ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. At least one other religion, religious belief or non-religious worldview.</li> </ol>	<p>In-depth investigation of:</p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. One other principal world religion or non-religious worldview.</li> </ol> <p>And encountering :</p> <ol style="list-style-type: none"> <li>3. At least one other principal religion or non-religious worldview reflected in the local context.</li> </ol>	<p>In-depth investigation of:</p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. Two other principal world religions or non-religious worldviews.</li> </ol> <p>And encountering:</p> <ol style="list-style-type: none"> <li>3. At least one other religion, or non-religious worldview.</li> </ol>	<p>In-depth investigation of:</p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. Two other principal world religions or non-religious worldviews.</li> </ol> <p>And encountering:</p> <ol style="list-style-type: none"> <li>3. At least one other religion, or non-religious worldview.</li> </ol>	<p>In-depth investigation of:</p> <ol style="list-style-type: none"> <li>1. Christianity</li> <li>2. One other principal world religion or non-religious worldview.</li> </ol>	<p>A study of Christianity, other principal religions, religious beliefs and non-religious worldviews in the context of 21st Century society.</p>

# Core Knowledge Tables (P23-30)

## Supporting the disciplinary lenses, not an end in itself

- The core knowledge has been kept to a minimum to allow teachers to consider their own context and to ensure depth of understanding of key concepts, beliefs and practices.
- Core Knowledge is set out for Christianity, five principal religions (Buddhism, Hinduism, Islam, Judaism, Sikhism) and one non-religious worldview (Humanism). This does not preclude other religions and worldviews being studied e.g. Baha'i, Jainism, Zoroastrianism.

### Buddhism

	Key Stage 1	Key Stage 2	Key Stage 3
	Introduce:	Develop understanding of:	Secure understanding of:
Theology: Asking questions theologians ask	Varying beliefs about God. Concepts: The Buddha and Triple Refuge The Jakata tales and Tipitaka	Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. The varying beliefs about God. The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. How Buddha's experience impacted on beliefs.	For Buddhists, questions about God are unanswerable. Concepts: The Buddha, Anicca, Dukkha, Anatta, Four Noble Truths, Karma, Triple refuge and the divergent paths of Buddhism. The Dhammapada, role of the Sangha and authority given to teachings of Buddha. Writings of Buddhist theologians e.g. Dalai Lama.
Philosophy: Asking questions	Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour	The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble	Theories of knowledge, philosophy of religion and ethical theory, including those of the Buddha.

# Core Questions (PI9-22)

## Rooted in the disciplinary lenses

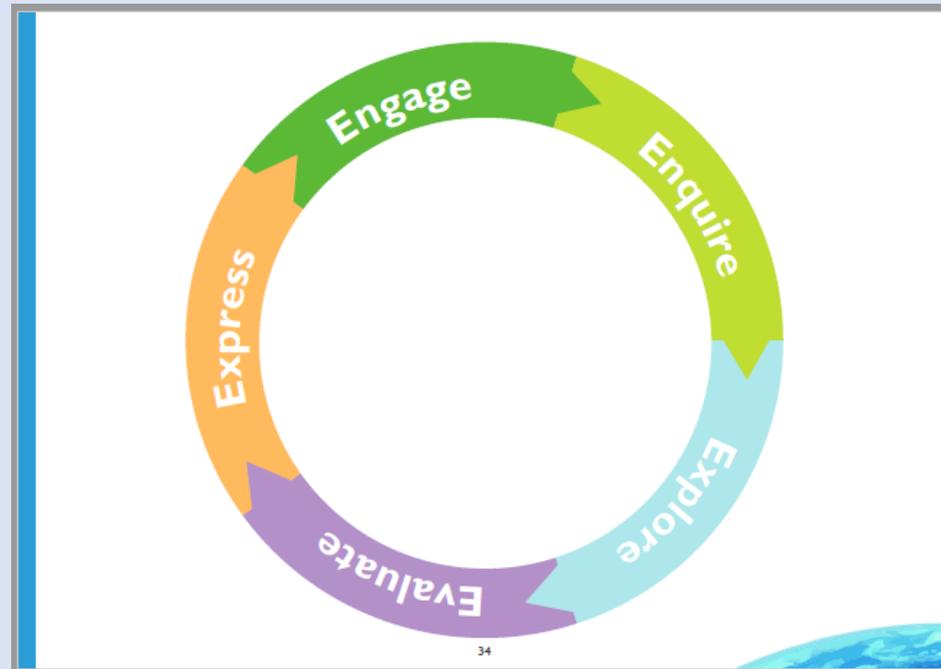
- Some specific Christian examples have been given at each Key Stage as this religion is taught by all schools in all Key Stages, but questions are suggestions - schools can create their own.
- Schools must ensure a balance of questions across the three disciplinary lenses.
- Supports the advocated enquiry-based approach to learning
- Framework for assessment and progression

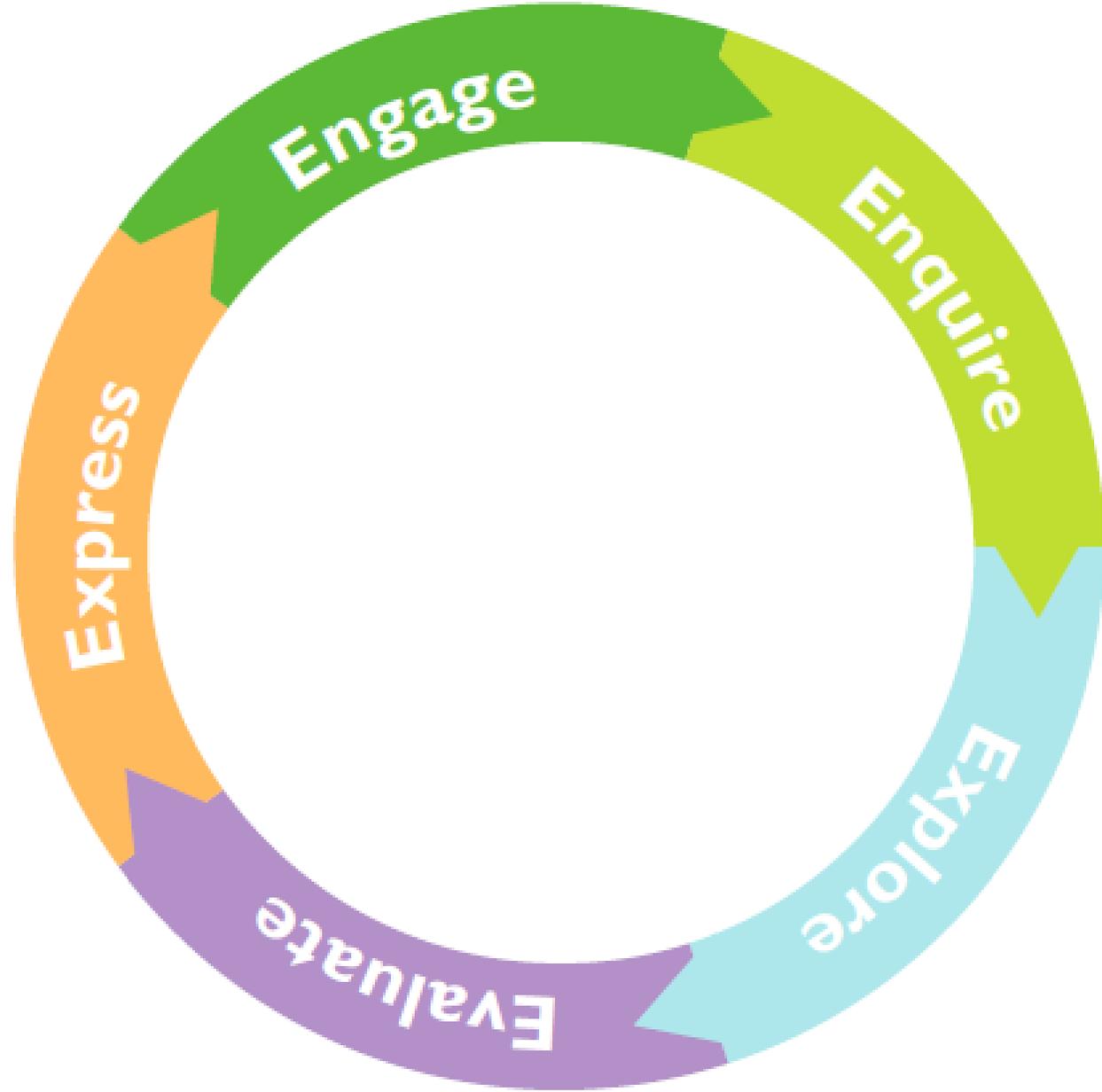
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2	Key Stage 3
Theology	<ul style="list-style-type: none"> <li>• What do religious people say God is like?</li> <li>• Why is light an important symbol for many religious believers?</li> <li>• What do _____ remember at _____? (E.g. what do Jews remember at Passover?)</li> <li>• What might _____ learn from the _____ narrative? (E.g. what might Hindus learn from the Diwali narrative?)</li> <li>• What might _____ learn from the story of _____? (E.g. what might Jews learn about God from the story of Abraham?)</li> </ul>	<ul style="list-style-type: none"> <li>• What do _____ believe about God?</li> <li>• How do _____ talk about God?</li> <li>• What is the Bible and how do people interpret it?</li> <li>• Why is there so much diversity of belief within _____?</li> <li>• Where do religious beliefs come from?</li> <li>• How have events in history shaped beliefs?</li> <li>• What do Christians learn from the creation story?</li> <li>• What is the Trinity?</li> </ul>	<ul style="list-style-type: none"> <li>• How do _____ explain the suffering in the world?</li> <li>• One narrative, many beliefs: Why do people interpret things differently?</li> <li>• How reliable are sources of authority for believers?</li> <li>• How do _____ make sense of the world?</li> <li>• What does it mean if God is holy and loving?</li> <li>• Creation and science: Conflicting or complementary?</li> <li>• Was Jesus the Messiah?</li> <li>• What did Jesus do to save human</li> </ul>	<ul style="list-style-type: none"> <li>• How do creation narratives shape what it means to be human and vice versa?</li> <li>• What do narratives in sacred texts reveal about the nature of God?</li> <li>• Why does God have so many names?</li> <li>• How reliable are sources of authority for religious believers?</li> <li>• How do religious believers make sense of the world?</li> <li>• What is meant by sacredness?</li> <li>• What does it mean to 'experience God'?</li> </ul>

# Teaching, Learning and Assessment (P33-34)

## The syllabus promotes

- An assessment format that is primarily concerned with how well pupils are able to hold balanced and well-informed conversations about religion and worldviews (religiously literate)
- Assessment at the heart of planning – this ensures expected outcomes are at an appropriate standard
- An enquiry-based approach to teaching and learning.





# Guidance Material I (P35-36)

## Exemplar Curriculum Map for KSI–3 (Non-statutory)

- This exemplar imagines a primary school where the Jewish tradition is the second religion focus for KS1, and Islam and Hinduism are the focus at KS2 alongside Christianity in both Key Stages. In Key Stage 3 pupils are prepared for a GCSE where they will study Christianity and Islam. In addition, at Key Stage 3 Sikhism is included as a focus religion.

### Appendix I: Exemplar Curriculum Map for KSI–3<sup>24</sup>

**Context:** This exemplar imagines a primary school where the Jewish tradition is the second religion focus for KS1, and Islam and Hinduism are the focus at KS2 alongside Christianity in both Key Stages. In Key Stage 3 pupils are prepared for a GCSE where they will study Christianity and Islam. In addition, at Key Stage 3 Sikhism is included as a focus religion.

The balance between **Theology**, **Philosophy** and **Human/Social Sciences** is shown through the colours.

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<b>EYFS</b>	Asking questions such as those suggested on page 17				
<b>1</b>	What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	How does a celebration bring a community together? Muslim, Christian	What do Jewish people remember on Shabbat? Jewish	What does the cross mean to Christians? Christian	How did the universe come to be? Hindu, Christian
<b>2</b>	Why is light an important symbol for Christians Jews and Hindus? Christian, Jewish, Hindu	What does the nativity story teach Christians about Jesus? Christian	How do Christians belong to their faith family? Christian	How do Jewish people celebrate Passover (Pesach)? Jewish	Why do people have different views about the idea of God? Multi/Humanist

# Guidance Material 2

## Exemplar Enquiry Unit Outline (Non-statutory)

- Medium term planning guidance

<b>Disciplinary Focus:</b> Philosophy	
<b>Enquiry Question:</b> What does it mean to say God became human?	
<b>Essential Outcomes</b>  Pupils are able to: <ul style="list-style-type: none"><li>• To give a reason why a member of at least one religious community might believe in God.</li><li>• To give a reason why a person might not believe in God.</li><li>• To give an example of what a member of a religious community might believe about God.</li><li>• Make connections between people's beliefs of right and wrong and their belief about God.</li></ul>	
<b>Core Knowledge</b>	<b>Key Words</b>

# A pause and then we will ...

- Consider the intent behind your RE curriculum
- Go through the steps to planning a successful, coherent RE curriculum for your school setting
- Ensure that you can leave here knowing where to start the conversation when you go back to your team
- Identify where any change needs to be implemented in the teaching and planning of RE in your school to ensure maximum impact for the pupils



# Implementing the **Essex Agreed Syllabus 2022**

# In the next session we will ...

- Consider the intent behind your RE curriculum
- Go through the steps to planning a successful, coherent RE curriculum for your school setting
- Ensure that you can leave here knowing where to start the conversation when you go back to your team
- Identify where any change needs to be implemented in the teaching and planning of RE in your school to ensure maximum impact for the pupils

# Step One: Religions and worldviews

## Key Questions

- Check the requirements for your Key Stage(s)
- Decide which religions and worldviews you will explore
- Ensure you have a clear rationale and that you have taken account of your school context and the appropriate weighting for each religion or worldview.
- What is your rationale for RE? How would you express this to an OFSTED inspector, to a parent or to a colleague?

# Step Two: The suggested core questions

## Key Questions

- The exemplar curriculum demonstrates that key stage there are suggested core questions
- Each question draws on one particular disciplinary lens
- Choosing a spread of questions from each discipline will ensure balance across the key stage phase
- You can create your own questions, but these should use one of the disciplines as a driver
- We recommend that you choose about 4-5 questions to explore per year with pupils, at least one question from each discipline per year.

# Step Three: Ensuring continuity and progression

## Key Questions

- Check that the core questions going through each year group progress logically from one to another. We recommend you consider the intent of your whole-school curriculum when ensuring continuity and progression. How does the RE curriculum relate to your wider whole-school curriculum?
- We suggest you check for progression from one year to another. Are the questions enabling increasing depth of understanding? Are pupils developing their understanding through each disciplinary lens logically?
- How will the new requirements interact with the current assessment system?

# Step Four: Core knowledge and assessment

## Key Questions

- Once you have decided upon your core questions, you need to shape the learning by using the core knowledge
- For each core question consider the relevant core knowledge and **either** the non-statutory age-related expectations for the disciplinary lens you are focusing on **or** your own school's assessment criteria in order create learning outcomes for this question. This ensures the learning is planned at an appropriate standard
- What assessment questions will you use to test the core knowledge?

# Step Five: Check for balance

## Key Question

- Is there a balance of disciplinary lenses.
- Is there the appropriate combination of religions and worldviews?
- Are you enabling pupils to make the appropriate assessment progress?

# Step Six: Creating your scheme of learning

## Key Questions

- How will the core questions, learning outcomes and core knowledge empower you to create a series of lessons that enable the pupils to be able to make progress?
- If you need a starting point, look to the Exemplar Units; they are not exhaustive but they are of a high quality and can be used straight off the shelf.

# Final Points

- Are you balancing your curriculum and covering the religions and worldviews you should be covering in your Key Stage(s)/setting?
- Are your units driven by core questions that are drawn from all 3 lenses?
- Does your curriculum have an intention behind it, with progression built in?
- Does it cover the core knowledge found in the Essex Agreed Syllabus 2023?
- Does it fit with your assessment system (either your own school's system or the non-statutory Age Related Expectations)?
- If you need a starting point, look to the Exemplar Units; they are not exhaustive but they are of a high quality and can be used straight off the shelf.

# Key Questions

1. Where do you feel you are up to with RE in your context?
2. What potential do you see in the new Syllabus?
3. What challenges do you anticipate?

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