

## A vibrant, hand-drawn collage on a yellow background. The collage is composed of several overlapping, irregular shapes, each filled with different patterns and symbols. In the top left, there's a white shape with a yellow Om symbol. Below it, a blue shape with a yellow crescent moon and a yellow star. To the right, a white shape with a black Shivalinga. Further right, a white shape with a pink Dharma Chakra. In the bottom center, a black shape with a green Sri Yantra. The collage also features various other patterns like polka dots, stripes, and abstract shapes in various colors.

# 2023-28



# Contents

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## Foreword

### Section 1: Introduction

1.1	The value of RE .....	4
1.2	The nature and purpose of the Agreed Syllabus .....	5
1.3	The legal framework for RE in schools in England .....	5
1.4	Continuity and change .....	6

### Section 2: The provision for RE in the school curriculum

2.1	Purpose of Study .....	8
2.2	Aims .....	8
2.3	Subject Content .....	9
2.4	Time allocation for RE .....	10
2.5	Which religions could be studied and when .....	11

### Section 3: The Statutory Programmes of Study

3.1	How to use the Programmes of Study .....	13
3.2	The 8 Key Areas .....	13
3.3	Early Years and Foundation Stage Programme of Study .....	14
3.4	Key Stage 1 Programme of Study .....	15
3.5	Key Stage 2 Programme of Study .....	16
3.6	Key Stage 3 Programme of Study .....	17
3.7	RE provision in Key Stages 4 and 5 .....	18

### Section 4: Progression and assessment

4.1	The Learning Outcomes .....	20
4.2	Early Years and Foundation Stage Learning Outcomes .....	21
4.3	Key Stage 1 Learning Outcomes .....	22
4.4	Lower Key Stage 2 Learning Outcomes .....	23
4.5	Upper Key Stage 2 Learning Outcomes .....	24
4.6	Key Stage 3 Learning Outcomes .....	25
4.7	Learning Outcomes for Key Stages 4 & 5 .....	26

### Section 5: RE in Special Schools and for children with Special Educational Needs or Disabilities .....

### Non-statutory Appendices .....

Appendix 1	What does the Law in England say about RE? .....	30
Appendix 2	Guidance on RE in the Early Years .....	32
Appendix 3	Programme of Study Planning Grids .....	33
Appendix 4	Some guidance on developing enquiries in KS 4&5 .....	40
Appendix 5	Progression within each Key Area .....	41
Appendix 6	Progression across the Key Stages .....	45

### Acknowledgements .....

# Foreword

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It is with great pleasure that we present to you the Hertfordshire Agreed Syllabus of Religious Education (RE) that will be used in Maintained and Voluntary Controlled schools from September 2023. We also encourage Voluntary Aided, Academies, Free Schools and Foundation Schools to use this to provide consistency and continuity for all pupils in Hertfordshire.

This revised statutory document encourages Hertfordshire pupils to reflect on and develop their own beliefs and ways of living whilst developing positive and respectful attitudes towards those of different faiths, beliefs and ways of living.

The Agreed Syllabus reflects the views of Hertfordshire teachers and representatives of local faith and belief communities. The guiding light for those at the forefront of its development was to produce an Agreed Syllabus which would be easily accessible to all readers, whether Headteachers, Governors, RE leaders, teachers or parents, and to make clear both the educational value and the statutory nature of RE. The teacher responses to the questionnaire sent out to schools during 2022 were clear that, on the whole, teachers valued the 2017-2022 Agreed Syllabus but wanted to see clarity over expectations and greater support in ways to implement it most effectively. Support materials will also be enhanced in the light of this.

The statutory requirements have evolved from the previous established Syllabus, taking into account national changes and developments, both in RE and in education in general. In particular it reflects the emphasis now placed on what is called the 'worldviews approach' to RE arising out of the Commission on RE Report of 2018, 'Religion and Worldviews: The Way Forward, a national plan for RE', the dual emphasis that Ofsted 2019 places on curriculum and personal development and the findings of the Research Review produced by Ofsted in May 2021. [CoRE report](#) [Research review](#)

This Agreed Syllabus also supports the Vision of the Herts CC Corporate Plan (2022-25). By developing children and young people who flourish in a diverse society, respecting difference whilst being able to reflect on and articulate what they believe to be important in life we are meeting the plan's commitments to give ***every child the best possible start in life, and the opportunity to live life well***. We are educating young citizens, not just of Hertfordshire, but also of the United Kingdom and the world, so that they can contribute positively to ***inclusive and safe communities*** in which everyone is valued, ***kept safe from harm and which embrace and celebrate diversity***.

Hertfordshire County Council is grateful for the work of the Standing Advisory Council on Religious Education (SACRE), its Agreed Syllabus Conference (ASC) members, all of whom also serve on the SACRE, and the many colleagues and partners who have contributed to this new Locally Agreed Syllabus. In particular, we thank the group of teachers known as the 'Writing Group' who have contributed their time and effort to its production. SACRE provides ongoing support for the Agreed Syllabus in a variety of ways including training and sharing effective practice across schools and other settings.

Schools will also be able to access non-statutory guidance to support RE curriculum development, which has been developed to deliver high quality RE and to meet the statutory requirements for this Syllabus.

We commend this Syllabus to you all, trusting it will facilitate the delivery of exciting and reflective RE for the benefit of the pupils in Hertfordshire schools and academies.

  
**Jo Fisher**

Executive Director of Children's Services

  
**Carol-Anne Chandler**

**Carol-Anne Chandler**

Chair of the Agreed Syllabus Conference

# 1. Introduction

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## 1.1 The value of Religious Education (RE)

RE is a statutory requirement in all state-funded schools. This Syllabus is based on a clear understanding of its educational value for pupils, schools and society as a whole.

RE is the open exploration of what people believe, their way of life and the impact of beliefs, values and ways of living in local, national and global communities. It engages pupils in the process of understanding what others believe, what is important to them, how they live their lives and what influences them. In doing this, pupils also reflect on their own beliefs and values and their main influences.

This process is rigorously academic, developing in pupils such skills as:

- critical, creative and reflective thinking about philosophical argument, theological (multi-faith) concepts and life issues
- questioning and interpreting 'Truth' claims
- ways of conveying meaning
- different ways of investigating the subject-matter, including a range of academic disciplines and approaches
- listening with understanding and compassion
- engaging positively with diversity.

This aspect of RE reflects the first two 'types of knowing' in the Ofsted research review (p8), substantive knowledge and ways of knowing.

However, it is also deeply personal, encouraging pupils to reflect on their own experience and raise challenging questions of meaning, purpose and value directly for themselves. RE enables pupils to engage in critical dialogue, with their peers and with people of different faiths, beliefs and backgrounds, about issues that really matter in people's lives. It is in this respect that RE contributes significantly to aspects of 'personal development' within the Ofsted Inspection Framework, not least through the Spiritual, Moral, Social and Cultural (SMSC) development of pupils (including Fundamental British Values) and the development of character. These more personal dimensions are an integral part of pupils' education and are central to the nature of RE. This aspect of RE reflects and deepens the third way of knowing identified by Ofsted: 'personal knowledge'.

RE is therefore both rigorously academic and personally significant and this is reflected in the aims of this Agreed Syllabus.

High quality RE will be open to pupils of all religious traditions and none and will engage pupils, challenging them to reflect on the big questions life throws at us and some of the different responses to these from around the world and throughout history. It will help pupils to understand the world and to find their place within it. It will contribute significantly to building stronger communities in and around the school.

## 1.2 The nature and purpose of the Agreed Syllabus

This Agreed Syllabus provides the statutory aims and purposes of RE for all pupils in Maintained and Voluntary Controlled schools in Hertfordshire and specifies for leaders of RE and teachers what should be taught at each Key Stage. It stipulates that RE must be taught at identifiable times in every year group and reflects and provides the basis for Ofsted's expectations of a subject and school curriculum.

The Agreed Syllabus is the legal document from which community and Maintained and Voluntary Controlled schools in Hertfordshire must plan an appropriate, ambitious, sequential and coherent RE curriculum for their pupils, in line with their broad and balanced whole school curriculum. It provides the statutory framework from which schools develop their curriculum intent, implementation and impact. The Agreed Syllabus is not, and nor can it be, a detailed scheme of work to be delivered by teachers to pupils. This should be used by the subject leader to develop the specific RE curriculum for the school.

## 1.3 The legal framework for RE in schools in England

### 1.3.1 Who this Syllabus applies to

All schools must provide RE to all registered pupils, including those in Reception and Post-16, unless withdrawn by their parents. Although not part of the National Curriculum, RE forms part of the statutory Basic Curriculum, which all schools must follow. Whilst ALL schools must provide RE to their pupils, only Maintained and Voluntary Controlled schools are required to teach RE in accordance with their Locally Agreed RE Syllabus

Free Schools, Academies and Multi-Academy Trusts must provide RE in accordance with their **funding agreement and under the same requirements as for an Agreed Syllabus Conference**. Hertfordshire SACRE welcomes and encourages Voluntary Aided Schools, Academies, Free Schools and Multi-Academy Trusts in Hertfordshire to adopt this Agreed Syllabus for RE to help them plan an ambitious, sequential and coherent RE curriculum as required in their Funding Agreement.

### 1.3.2 The contents of the syllabus

Section 375(3) of the 1996 Education Act states:

Every agreed syllabus for use in England shall reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

This is further explained in DfE circular 1/94 from which the following paragraphs are taken:

'RE is required to be included, alongside the National Curriculum, in the basic curriculum which all maintained schools must provide for their registered pupils; this includes those in reception classes and sixth forms and is not confined to pupils of compulsory school age'. Paragraph 20.

'As a whole and at each Key Stage, the relative content devoted to Christianity in the syllabus should predominate.' Paragraph 35.

The DfE has clearly stated that:

'All state schools... must teach religious education... All schools must publish their curriculum by subject and academic year online.' (National Curriculum in England: Framework Document, DfE, September 2013, page 4).



## 1.4 Continuity and Change

In 2021 Hertfordshire SACRE surveyed teacher views on the 2017 - 2022 Syllabus. From this survey, it was clear that most teachers welcomed the flexibility provided by the Syllabus to plan their own RE curriculum and nearly all teachers asked for minimal change in what they had to teach. However, many felt that more support was needed to enable them to teach confidently and effectively. As a consequence, the Agreed Syllabus Conference decided that the Syllabus itself would need only minor changes to sharpen and refine certain aspects, taking on board recent developments in education in general and RE in particular and that the main focus should be on developing support materials. This new Syllabus maintains:

- the aims and purposes of the subject
- the **time allocation** required to teach the syllabus
- the **breadth of study**
- the **learning outcomes** linked to assessment
- the requirement to offer a **Religious Studies GCSE** to viable groups at Key Stage 4
- the requirement to offer **A Level Religious Studies** at Key Stage 5

and continues to reflect **diversity** between and within religions and belief systems whilst making connections and similarities between them where appropriate.

The new Agreed Syllabus 2023-28 builds on the most recent national developments in RE, in particular the Commission on RE Report 2018, which advocates a 'Worldviews Approach'. Worldviews are not restricted to propositional belief, but also include behavioural, experiential and attitudinal dimensions of what it means to be human.

**"A worldview is a person's way of understanding, experiencing, and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments."**  
(Religion and Worldviews: The Way Forward p4).

The Agreed Syllabus recognises the importance of curriculum design and the recent emphasis in the Ofsted Framework on planning a school curriculum that is ambitious, sequential and coherent, and which is appropriate to the pupils in the school. This ensures that curriculum designers take account of the background and experience of individual pupils as well as of the diversity within religious and non-religious worldviews. Hertfordshire SACRE has also taken into consideration the May 2021 Ofsted Review of Research into RE and what might constitute high quality RE.

The Agreed Syllabus structure (with additional support materials) enables teachers to develop creative and challenging learning experiences that introduce pupils to powerful knowledge from the world's religions, beliefs and cultures and how this knowledge is explored, and in so doing, gain a greater understanding of themselves as well as of others and of the world.

This Syllabus:

- ensures that all pupils develop **knowledge and understanding of sources of wisdom and their impact** whilst exploring **personal and critical responses**
- provides **eight Key Areas** of study through which to plan the subject content and to devise key questions and enquiries
- encourages schools to spend an appropriate proportion of their time allocation for RE **reflecting the background of their own pupils**, whilst ensuring a **broad and balanced RE curriculum** that reflects the diversity within as well as between institutional **religions and worldviews**
- offers a flexible model of progression through expected learning outcomes at each Key Stage to support school assessment procedures
- enables teachers to recognise **what it means to be 'religiously, theologically and philosophically literate'** at each Key Stage
- engages pupils both **academically and personally**.

## 2. The provision for RE in the school curriculum

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### 2.1 Purpose of Study

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews<sup>1</sup>, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate<sup>2</sup> so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

### 2.2 Aims

This Agreed Syllabus for RE aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom<sup>3</sup> and their impact** whilst exploring **personal and critical responses**.

#### A. Sources of wisdom from religions and worldviews and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

#### B. Personal and critical responses to religion and worldviews

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
- engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

1. The principal religious traditions in this Syllabus are, in accordance with guidance from the DfE, Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Humanism and Atheism are worldviews which are appropriate to include as part of the RE curriculum. If a school has pupils who are members of other world faiths (e.g., Baha'i or Jain) then it is important, in terms of inclusion and valuing the individual, that the school includes aspects of that religion in their RE.

2. 'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences. 'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts. Philosophical literacy focuses on the concepts and arguments used to explore, express and respond to questions of meaning, purpose knowledge and value and the development of skills to express these.

3. Sources of wisdom include sacred texts, psalms, hymns, prayers, poems, letters, paintings, icons, artefacts and people



By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant statutory programme of study.

## 2.3 Subject Content

The law requires that a local authority RE Agreed Syllabus 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.'<sup>4</sup> This means that:

- from reception classes to sixth form, all pupils in Hertfordshire schools must follow a coherent and systematic study of the principal religion of Christianity across each Key Stage
- all pupils must be introduced to the other five principal religions represented in Great Britain by the end of Key Stage 2 and in greater depth by the end of Key Stage 4
- decisions about the balance and at which years these religions are introduced are left to individual schools, clusters of schools and Multi Academy Trusts that adopt this Syllabus
- the subject leader and SLT are responsible for ensuring balance of content and progression
- every school needs to recognise the diversity of religious and non-religious worldviews in Great Britain, including those views represented in the school and its wider community
- other worldviews may be introduced into age appropriate RE enquiries across all Key Stages<sup>5</sup>
- there must be provision in all secondary schools for Religious Studies GCSE and Religious Studies A level options. In addition the statutory 'core' RE must be followed by all students. Where necessary, schools might consider collaborating in a consortium to ensure staff expertise is available across a number of schools.

RE offers distinctive and valid opportunities to promote pupils' interdisciplinary learning and spiritual, moral, social and cultural development. It contributes to the development of beliefs and values and to schools' 'Prevent' duty to combat extremism. Dedicated RE lessons, alongside whole school approaches, should allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, including natural phenomena resulting in humanitarian responses whether local, national or global.

4. Section 375(3) of the Education Act 1996.

5. Hertfordshire pupils often come from families and communities that practise no religion. It is recommended that pupils encounter and develop understanding of non-religious beliefs and worldviews during each Key Stage and in greater depth during 14-19 RE. These may include examples such as Humanism.

## 2.4 Time allocation for RE

- RE must be taught at identifiable times in every year group
- It is a legal requirement for all pupils on the school register to have RE
- It is not a requirement for pupils in nursery schools or nursery classes, but the Early Years and Foundation Stage (EYFS) curriculum must promote pupils' spiritual, moral, social and cultural development
- This Syllabus requires a minimum allocation of curriculum time distributed throughout the Key Stage for Key Stages 1 and 2. This gives schools the opportunity to be flexible in their approach to planning
- Flexible delivery can complement the regular programme of timetabled lessons. This may include a creative or cross-curricular approach to planning and delivery for whole school approaches such as a themed day or week for RE. Small schools may benefit from planning a rolling programme of RE for mixed aged classes
- At Key Stages 3 and 4 the minimum time allocation is expressed in hours per year. This gives schools the opportunity to deliver a flexible Key Stage 3/4 if they so choose
- RE is different from collective worship and assembly and must be kept separate. Curriculum time for RE is distinct from the time schools may spend on collective worship or school assembly. The times given below are for RE in the curriculum.

**These minimum time requirements include visits and RE curriculum days but not school productions related to festivals or collective worship time.**

<b>EYFS</b>	RE delivered flexibly according to the statutory requirements of the EYFS Framework and to help meet the Early Learning Goals
<b>KS1</b>	60 hours over 2 years (approximately 10 hours per term)
<b>KS2</b>	156 hours over 4 years (approximately 13 hours per term)
<b>KS3</b>	36 hours per year
<b>KS4</b>	30 hours Core RE for all students and offer a GCSE option
<b>KS5</b>	10 hours per year for all students and offer an A level option

## 2.5 Which religions could be studied and when?

It is a statutory requirement of the Hertfordshire Agreed Syllabus that from reception classes to sixth form all pupils in Hertfordshire Community schools, and others that opt to use this Syllabus, must:

- follow a coherent and systematic study of the principal religion of Christianity across each Key Stage and
- be introduced to the other five principal religions represented in Great Britain and some non-religious worldviews by the end of Key Stage 2 and in greater depth by the end of Key Stage 4
- The following table below states what schools must teach at each Key Stage. When planning work, Hertfordshire schools should bear in mind the religious make-up of their own and wider local community. It is important to retain depth whilst including religions and beliefs which are relevant to the local community.
- Schools should undertake an in-depth study of one or at most two principal religions in addition to Christianity in Key Stage 1 and four additional principal religions in Key Stage 2. This must include aspects of other religions and non-religious worldviews as appropriate to the school community, recognizing that many pupils come from a non-religious background.
- Through Key Stage 3, schools should undertake an in-depth study of Christianity and no more than three other principal religions, in addition to at least one non-religious worldview such as Humanism. Over the course of Key Stages 3 and 4, schools should ensure that all principal religions and at least one non-religious world view are revisited. Depth of conceptual understanding is more important than superficial breadth of subject content.

Statutory content at each Key Stage	
<b>EYFS</b>	Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this.
<b>KS1 Years 1 and 2</b>	Christianity and <b>at least one</b> other Abrahamic religion are to be studied in depth (Judaism and/or Islam), or the predominant additional principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.
<b>Lower KS2 Years 3 and 4</b>	Christianity and <b>at least two</b> other principal faiths are to be studied in depth, <b>one Abrahamic and one Dharmic</b> . (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units.
<b>Upper KS2 Years 5 and 6</b>	Christianity and <b>at least two</b> other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for upper KS2 – Christianity, Judaism, Hinduism or Buddhism). Pupils may also learn from other religions and worldviews in thematic units.  <b>All six principal religions and non-religious worldviews will have been introduced by the end of the Primary School phase, though not all necessarily at the same depth.</b>

## Statutory content at each Key Stage (continued)

<p><b>Key Stage 3</b> <b>Years 7, 8</b> <b>and 9</b></p>	<p><b>Four religions</b> are to be studied. Building on prior knowledge from the Primary phase, <b>Christianity</b> and <b>at least three</b> principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth, alongside a non-religious worldview. Students may also learn from other religions and worldviews in thematic units.</p>
<p><b>Key Stage 4</b> <b>Years 10</b> <b>and 11</b></p>	<p>All students will follow a statutory core RE course in which Christianity and <b>at least one and no more than two</b> other religions, plus a non-religious worldview are to be studied in <b>depth</b> over two years. Pupils may also learn from other religions and worldviews in thematic units.</p> <p>All students have the opportunity to follow an accredited GCSE RS qualification.</p> <p><b>All six principal religions will have been revisited by the end of a pupil's compulsory Secondary schooling</b></p>
<p><b>Key Stage 5</b> <b>Years 12</b> <b>and 13</b></p>	<p>Schools are free to plan their statutory core KS5 provision according to the requirements of the Agreed Syllabus. KS5 provision must be based around a range of religious and non-religious worldviews as appropriate to the background and interests of the students and the nature of their communities. Study of the impact of religious and non-religious worldviews on local, national and global communities should be included.</p> <p>Students should have the opportunity to study <b>RS A Level</b>.</p>

### Abrahamic Faiths (from the line of Abraham)

Judaism, Christianity, Islam

### Dharmic traditions (sharing the concept of Dharma)

Sanatana Dharma ('Hinduism'), Buddhist Dhamma ('Buddhism'), Sikhi ('Sikhism')

## 3. The Statutory Programmes of Study

### 3.1 How to use the programmes of study

The statutory programmes of study set out in 3.3 – 3.6 below are intended to allow maximum flexibility to schools and teachers to devise their own curriculum and teaching programmes. The approach which schools adopt is a matter for professional discussion between the subject leader, the school curriculum lead and the Senior Leadership Team, with reference to relevant support materials provided alongside this Agreed Syllabus.

Progress made by pupils is not linear, therefore schools are not expected to follow the eight Key Areas of RE in each Key Stage programme of study in any particular order, provided that by the end of each Key Stage, each Key Area has been covered. Deciding which religions to cover and when is an important part of the process. It will be essential for some schools and Multi Academy Trusts to liaise locally.

In planning a school's curriculum, RE subject leaders will need to gain an overview of all the programmes of study, including those at adjacent Key Stages in order to ensure continuity and progression. The planning charts provided in the appendices for each Key Stage can be used to track coverage of the programmes of study.

Care should be taken, especially if using commercially or other published units of work, to ensure that all statutory requirements of the Hertfordshire Agreed Syllabus programmes of study are met.

### 3.2 The 8 Key Areas

The programmes of study set out eight Key Areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Developing religious, theological and philosophical literacy through religions and worldviews permeates all Key Areas of the programmes of study.

The following eight Key Areas of RE may be **taught in any order**:

<b>Beliefs and practices</b>	<b>Sources of wisdom</b>	<b>Symbols and actions</b>	<b>Prayer, worship and reflection</b>
<b>Identity and belonging</b>	<b>Ultimate questions</b>	<b>Human responsibility and values</b>	<b>Justice and fairness</b>

All eight areas of the programmes of study must be visited across each Key Stage.

### 3.3 Early Years and Foundation Stage Programme of Study

#### Developing religious, theological and philosophical literacy through religions and worldviews

RE is non-statutory at Nursery (ages 3-4) but children must have opportunities to achieve the Early Learning Goals. The Agreed Syllabus will help with these, especially PSED and Understanding the World, so we encourage using this for that age-group

Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to achieve the appropriate Early Learning Goals through exploring the eight Key Areas of RE.

Children should:

#### **Beliefs and practices**

**Share** their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond

#### **Sources of wisdom**

**Listen and respond** to a range of stories that **engage** them, including faith stories, fables, some prayers, reflections and wise sayings

#### **Symbols and actions**

**Directly experience** religion, its symbols and actions. **Engage** with artefacts, people and places. **Explore** local places of importance, including at least one place of significance for a religious family. They should **share** their own experiences of places which are important to them

#### **Prayer, worship and reflection**

**Learn about** key figures in their own lives and key members of a local religious group. **Listen** and respond to visitors from faith communities. **Talk about** prayer and worship and experience times of quiet and stillness

#### **Identity and belonging**

**Explore** how people know that they belong to a family and other groups, including religious groups

#### **Ultimate questions**

**Experience** aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. **Ask questions** that are philosophically challenging and consider answers

#### **Human responsibility and values**

**Explore** some of the ways in which people express care and concern for each other and the importance of this for relationships. They should **develop** an awareness of their own values and those of others

#### **Justice and fairness**

**Understand** what is right and wrong and why. Consider the consequences of their words and actions for themselves and others



### 3.4 Key Stage 1 Programme of Study

Developing religious, theological and philosophical literacy through religions and worldviews	<p>The eight Key Areas of RE meet the aims of this Syllabus. All pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.</p> <p>Children should:</p>
	<p><b>Beliefs and practices</b></p> <p><i>Recall and name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to <b>find out about the meanings behind them</b></p>
	<p><b>Sources of wisdom</b></p> <p><i>Retell and suggest meanings</i> to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and <b>recognising</b> the traditions from which they come</p>
	<p><b>Symbols and actions</b></p> <p><i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities</p>
	<p><b>Prayer, worship and reflection</b></p> <p><i>Respond to</i> and <b>reflect on</b> what individuals and communities do and why, so that pupils begin to <b>understand</b> what prayer, worship and reflection <b>mean to a religious community</b></p>
	<p><b>Identity and belonging to a family</b></p> <p><i>Notice and talk about</i> how groups express their identity and belonging. <b>Listen to and talk</b> with people including leaders who belong to a faith community about how their commitment affects their lives</p>
	<p><b>Ultimate questions</b></p> <p><i>Explore</i> questions about belonging, meaning and truth so that they can <b>express their own ideas and opinions</b></p>
	<p><b>Human responsibility and values</b></p> <p><i>Respond to</i> stories and real-life examples of how and why people show care and concern for humanity and the world</p>
	<p><b>Justice and fairness</b></p> <p><i>Reflect on</i> ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>

### 3.5 Key Stage 2 Programme of Study

Developing religious, theological and philosophical literacy through religions and worldviews	<p>The eight Key Areas of RE meet the aims of this Syllabus. All pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.</p> <p>Children should:</p>
	<p><b>Beliefs and practices</b></p> <p><i>Describe, make connections and reflect upon</i> different features of the religions and worldview studied, <i>discovering more about the significance</i> of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p>
	<p><b>Sources of wisdom</b></p> <p><i>Investigate interpret and respond to</i> a range of stories, sacred writings and sources of wisdom and authority <i>reflecting on the impact</i> of beliefs and teachings as ways of seeing the world in different communities</p>
	<p><b>Symbols and actions</b></p> <p><i>Explore and describe</i> beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p>
	<p><b>Prayer, worship and reflection</b></p> <p><i>Research and explore</i> varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p>
	<p><b>Identity and belonging to a family</b></p> <p><i>Explore and describe</i> the challenges of individual commitment to a community of faith or belief. <i>Examine</i> the role of religious leadership <i>and consider why</i> belonging to a community may be valuable in their own lives</p>
	<p><b>Ultimate questions</b></p> <p><i>Discuss and present thoughtfully</i>, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p>
	<p><b>Human responsibility and values</b></p> <p><i>Consider and apply</i> ideas about ways in which diverse communities can live together for the well-being of all. <i>Respond thoughtfully</i> to ideas about values, respect and human responsibility</p>
	<p><b>Justice and fairness</b></p> <p><i>Discuss and apply</i> their own and others' ideas about ethical questions <i>reflecting</i> on ideas about what is right and wrong and what is just and fair</p>

### 3.6 Key Stage 3 Programme of Study

#### Developing religious, theological and philosophical literacy through religions and worldviews

The eight Key Areas of RE meet the aims of this Syllabus. All pupils develop knowledge and understanding of sources of wisdom and their impact, whilst exploring personal and critical responses.

Children should:

#### **Beliefs and practices**

***Explain and interpret*** similarities and differences of belief and practice within and between religions and worldviews, and the impact these have on a range of different individuals and communities

#### **Sources of wisdom**

***Explain and evaluate*** different ways in which people engage with and interpret sources of wisdom including the ways in which they guide and inspire individuals and communities in differing contexts

#### **Symbols and actions**

***Explain*** the origins and significance of symbols, rituals and specific styles of language as ways of expressing deeply held beliefs, meaning, commitments and values within a range of faith traditions; ***explore*** similarities and differences in the ways symbols and actions are understood and enacted

#### **Prayer, worship and reflection**

***Explore and explain*** the diverse ways in which people within a faith tradition express their faith through private and communal worship and the importance of 'sacred spaces' to enhance their experience; ***identify and explain*** how diversity of belief influences worship and the significance of worship in the lives of individuals and communities; ***evaluate*** the significance of reflection in the lives of non-religious individuals and communities

#### **Identity and belonging to a family**

***Explain*** the significance of foundational and contemporary leadership and ***evaluate*** their impact on the beliefs, values and ways of living of individuals and communities; ***analyse and evaluate*** diverse ways in which faith is expressed through commitment and action, and the significance that diversity within and between belief systems has on local, national and global religious and non-religious communities

#### **Ultimate questions**

***Explore and evaluate*** a range of religious and non-religious responses to some of the ultimate questions that life raises for us; ***respond*** in a well-informed, reasoned, personal and critical way, developing their own questions and ideas; express these using a range of philosophical concepts and creative media

#### **Human responsibility and values**

***Examine and evaluate*** the diverse views on mutual respect, concern for others and human responsibility for the world which exist within religions and worldviews; ***identify*** how these are based on different interpretations of key sources of wisdom and authority and of humanity's place in the world

#### **Justice and fairness**

***Analyse and critically evaluate*** some significant spiritual, moral, social and ethical questions using a range of actual, hypothetical or fictional examples to encourage well-informed, reflective and reasoned responses; ***reflect on and respond*** personally and critically to what these might show about what it means to be human

### 3.7 RE provision in Key Stages 4 and 5

Schools must provide RE to every student on roll, including in the Sixth Form, in accordance with legal requirements. Schools must plan for continuity of provision of RE that is progressive and rigorous and builds on what is learnt in Key Stage 3, for all pupils. This Agreed Syllabus sets out the requirements for this provision.

**Core RE/RS** in both KS4 and KS5 must provide a curriculum that:

- meets the aims of the Agreed Syllabus to ensure that all pupils **develop knowledge and understanding** of sources of wisdom and their impact whilst **exploring personal and critical responses**.
- ensures progression and challenge
- enables pupils to achieve the learning outcomes for the Key Stages
- ensures a study of Christianity and at least one other principal religion and at least one non-religious worldview
- examines the role, influence and importance of religions and worldviews on the modern world, locally, nationally and globally
- is explored through the lives, histories and cultures of individuals and communities.
- raises issues of spiritual, moral, social and cultural significance
- considers both positive and negative aspects of religion and worldviews in the contemporary world and throughout history
- challenges students to think critically and reflect deeply on their own and others' experience and perspectives on these issues
- provides planned opportunities for academic learning and personal development

**In Key Stage 4**, a minimum time of **30 hours each year** must be provided. This can be planned flexibly to allow for creative and engaging learning experiences for the pupils

**In addition, there must be the opportunity for pupils who wish to, to opt for a GCSE in RS or another RS qualification appropriate to the setting.**

The subject leader and colleagues should develop programmes of study within the areas below, taking account of:

- the nature of the whole school curriculum
- the interests, questions and backgrounds of the pupils
- significant events in the news and media locally, nationally and globally

Area 1 The influence of religion and worldviews on individuals and family life

Area 2 The influence of religion and worldviews on local communities and society

Area 3 The nature of 'religion', 'worldview', 'morality' and 'spiritual' and the issues and questions that they raise

Area 4 Marking important landmarks in life

Area 5 Spiritual, moral, social and ethical issues

Area 6 Religion, worldviews and global issues

Some examples of these are given in **appendix 3**

**In Key Stage 5**, all students should experience **explicit learning in religion and worldviews** that represents a progression from Key Stage 4. The school may plan this flexibly, but the minimum time allocated to this is **10 hours in each year**. Topic areas can be selected from and built on those in Key Stage 4, developing more philosophical, sociological and psychological approaches, and encountering a range of people representing different perspectives and backgrounds.

An accredited course in A Level RS or Philosophy should be available as an option for students.

## 4. Progression and assessment

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### 4.1 The Learning Outcomes

The following tables provide learning outcomes for each of the eight Key Areas at each Key Stage

The wheels drive pupils' development in becoming religiously, theologically and philosophically literate. On the following pages 21-25 the wheels identify the expected learning outcomes for pupils from EYFS to KS3.

**Progress made by pupils is not linear, therefore, schools are not expected to follow the eight Key Areas of RE in any particular order within each Key Stage.**

The wheels are intended to support teachers in assessing whether pupils are on track to meet end of Key Stage expectations. You should use the agreed assessment guidelines set out by your school; for example, working at/expected and above/below age-related expectations.

A progression overview, 'Progression across the Key Stages,' is set out in **Appendix 6** to easily identify whether individual pupils are above, below or on target to meet expected learning outcomes at the end of the Key Stage.

Teachers should take into account earlier and later Key Stage outcomes to effectively plan their pupils' journeys of learning (see Appendix 5 'Progression within each Key Area').

End of Key Stage expectation statements provide the definition of a religiously, theologically and philosophically literate pupil at the end of each Key Stage.

'Religious literacy' focuses on the human experience of religion and belief and the development of skills for expressing these experiences.

'Theological literacy' focuses on the big concepts upon which religions are founded, such as God, creation and the afterlife and the development of skills for expressing these concepts.

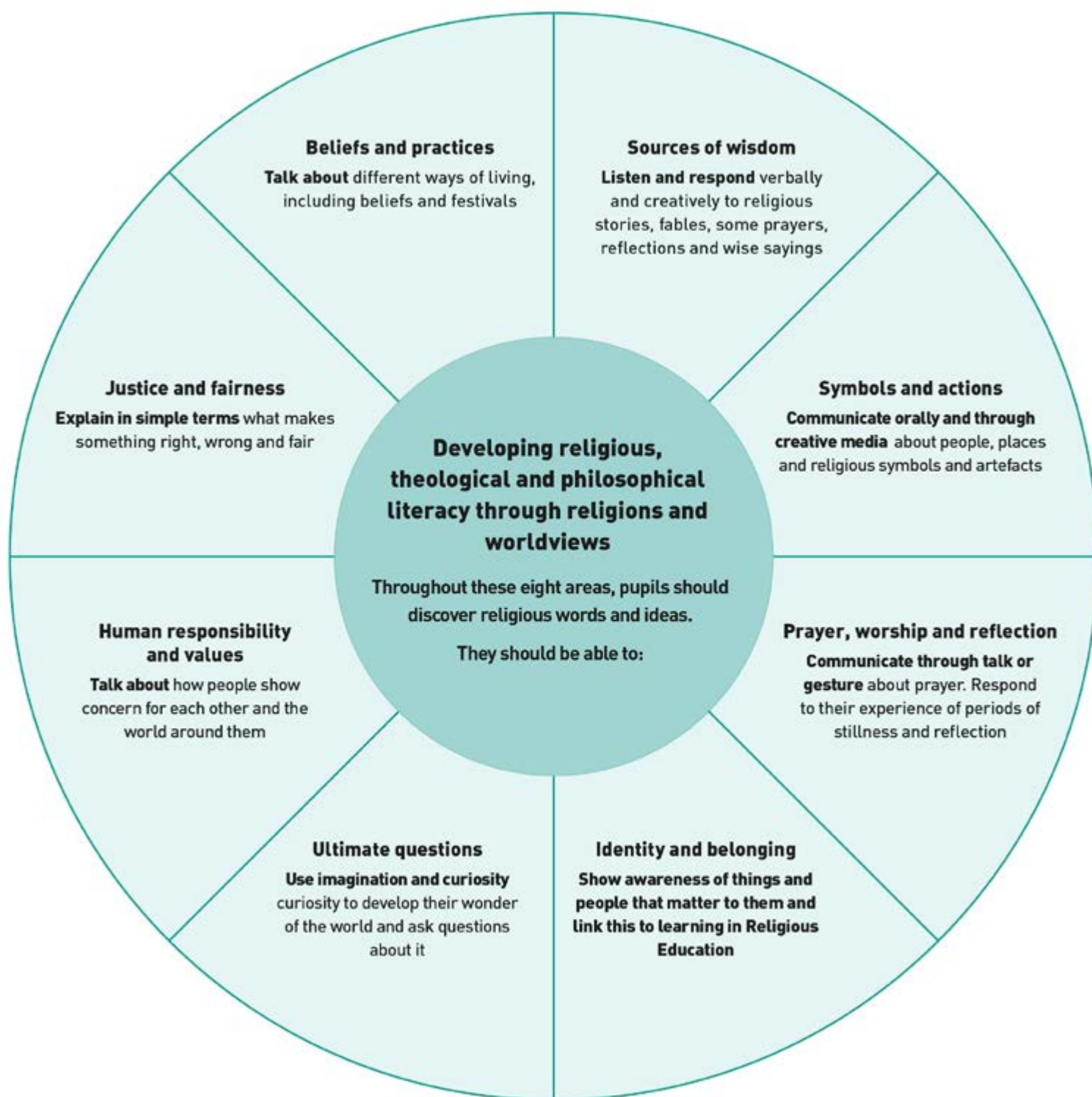
'Philosophical literacy' focuses on the concepts and arguments used to explore, express and respond to questions of meaning, purpose, knowledge and value and the development of skills to express these.

The end of Key Stage learning outcome statements, which are set out beneath each wheel, are intended for ongoing assessment of learning and for reporting to parents.

*Assessment in the EYFS is to the Early Learning Goals. The outcomes below are to help teachers plan meaningful RE learning for the children but should not be used to record or report RE progression and attainment separately.*



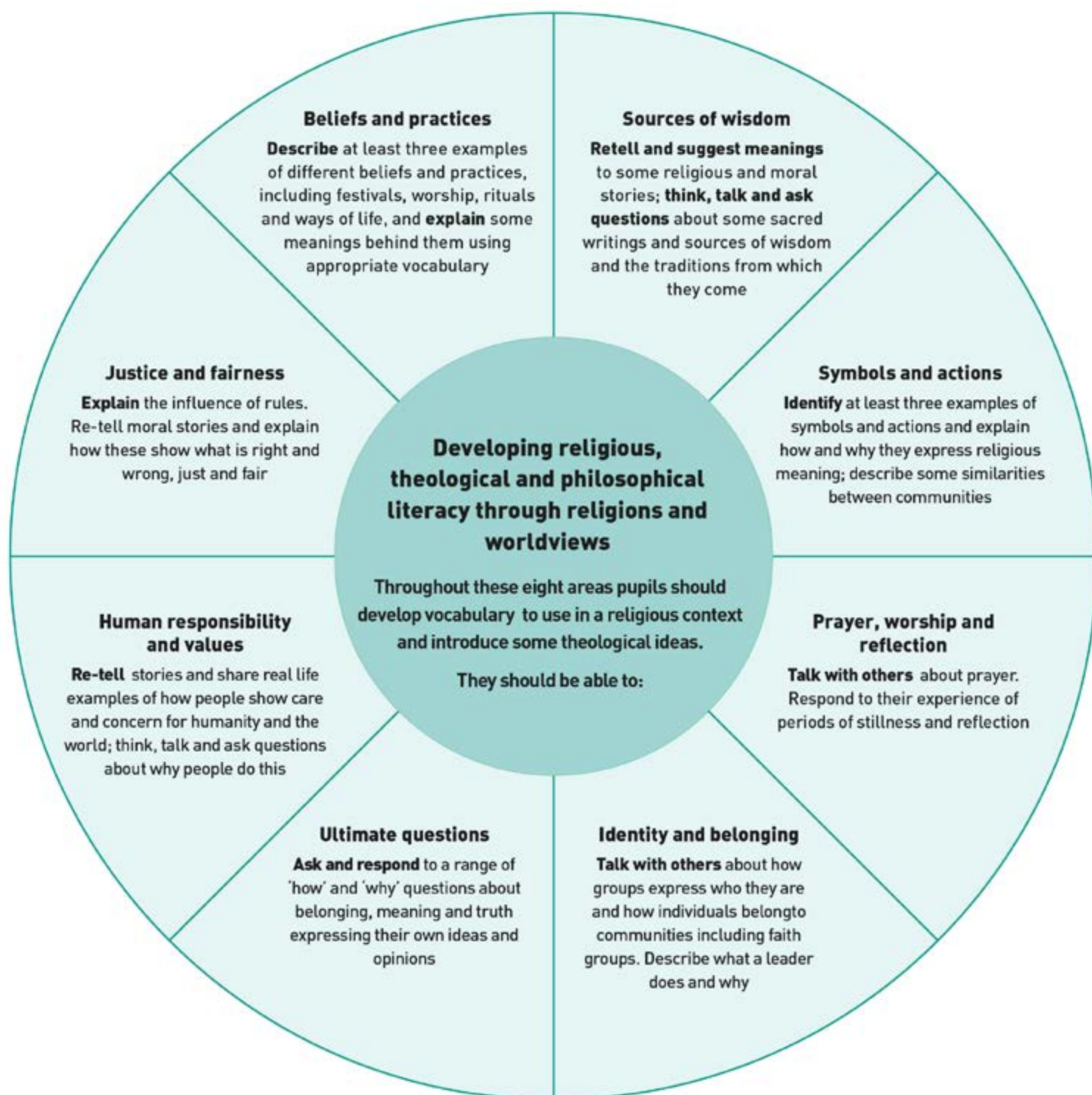
## 4.2 Early Years and Foundation Stage Learning Outcomes



### By the end of EYFS the religiously, theologically and philosophically literate pupil should:

Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them. Ask questions about the meaning and importance of what they are learning.

## 4.3 Key Stage 1 Learning Outcomes

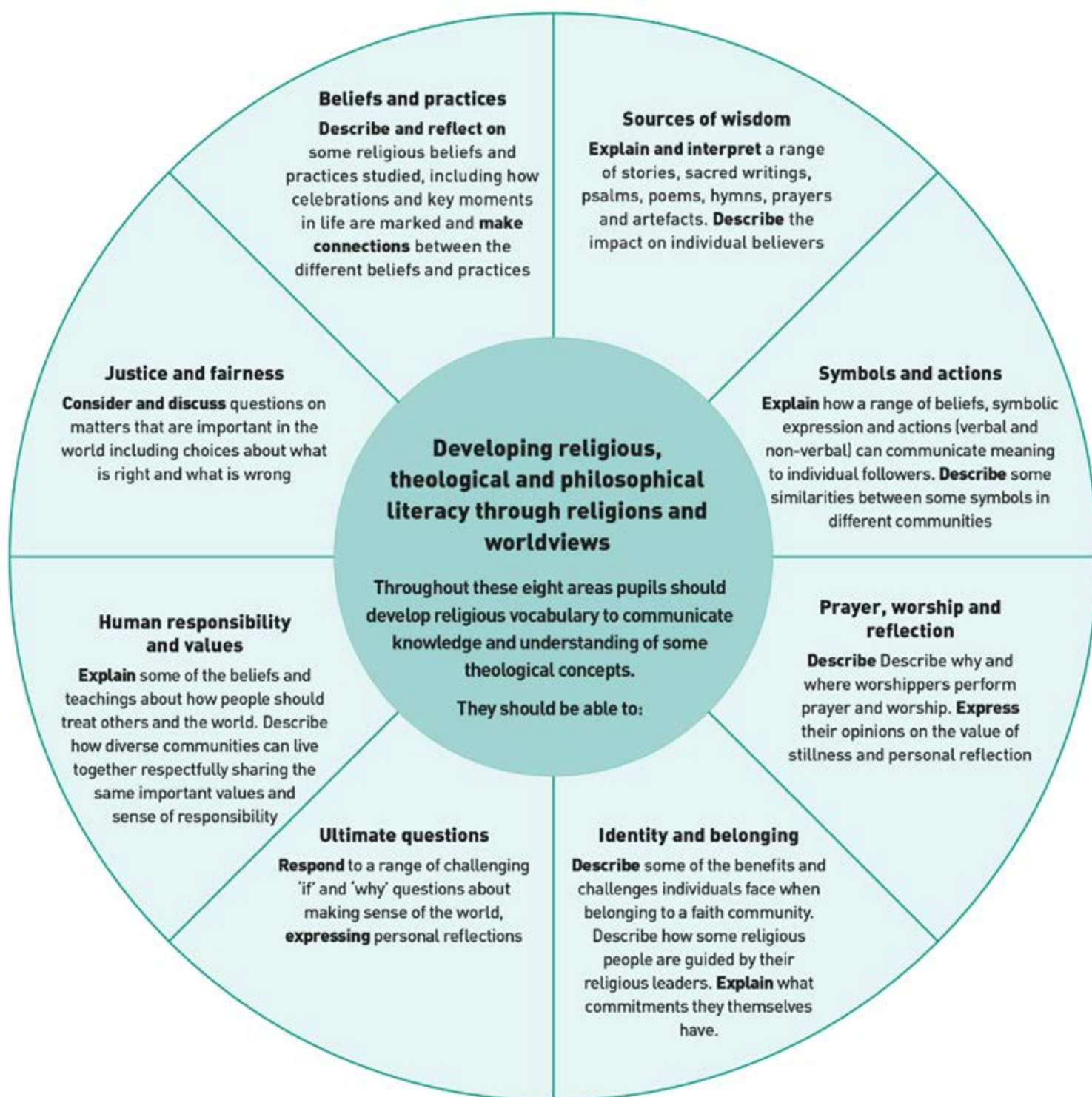


### By the end of KS1 the religiously, theologically and philosophically literate pupil should:

Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'



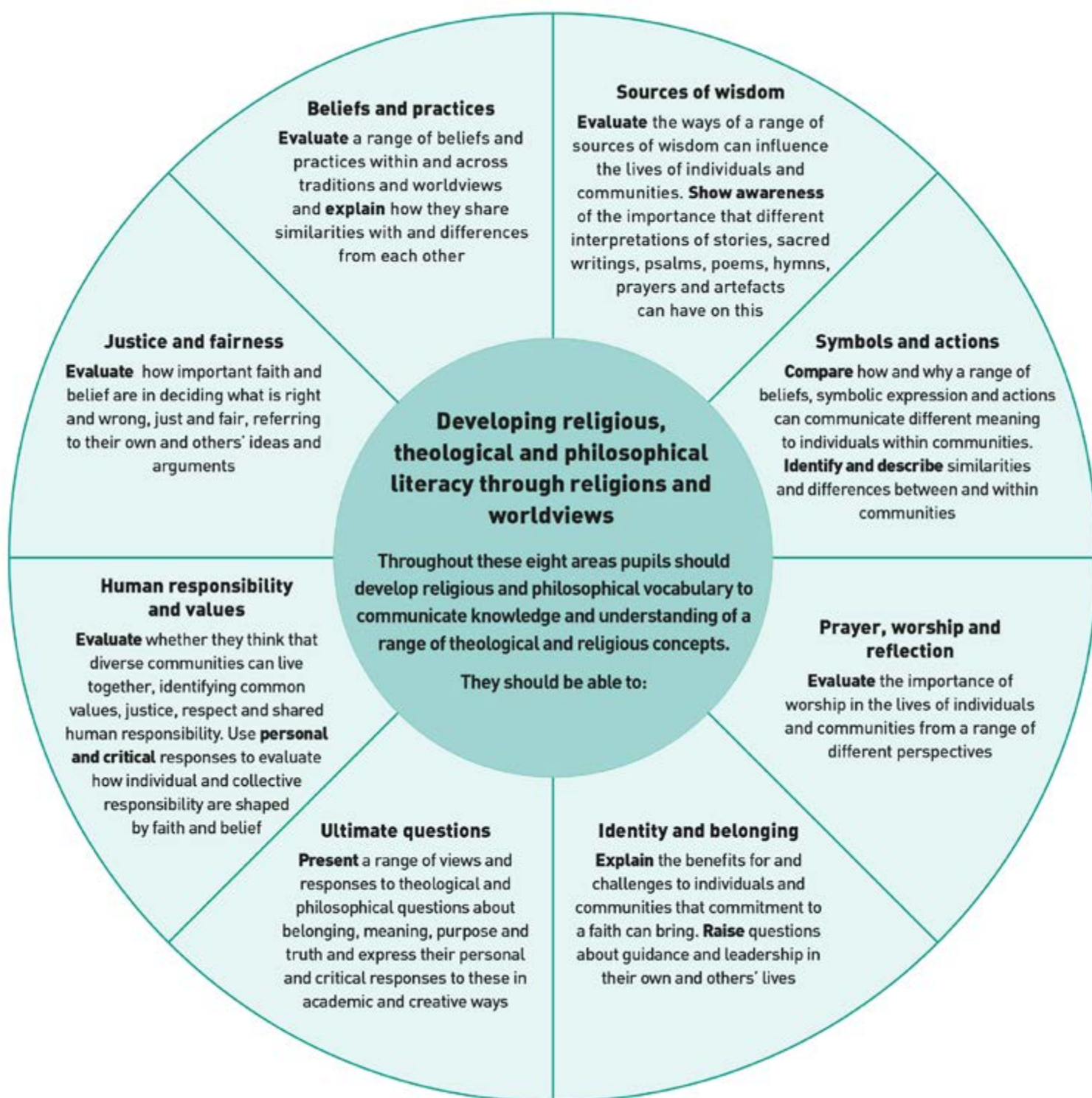
## 4.4 Lower Key Stage 2 Learning Outcomes



### By the end of Lower KS2 the religiously, theologically and philosophically literate pupil should:

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.

## 4.5 Upper Key Stage 2 Learning Outcomes

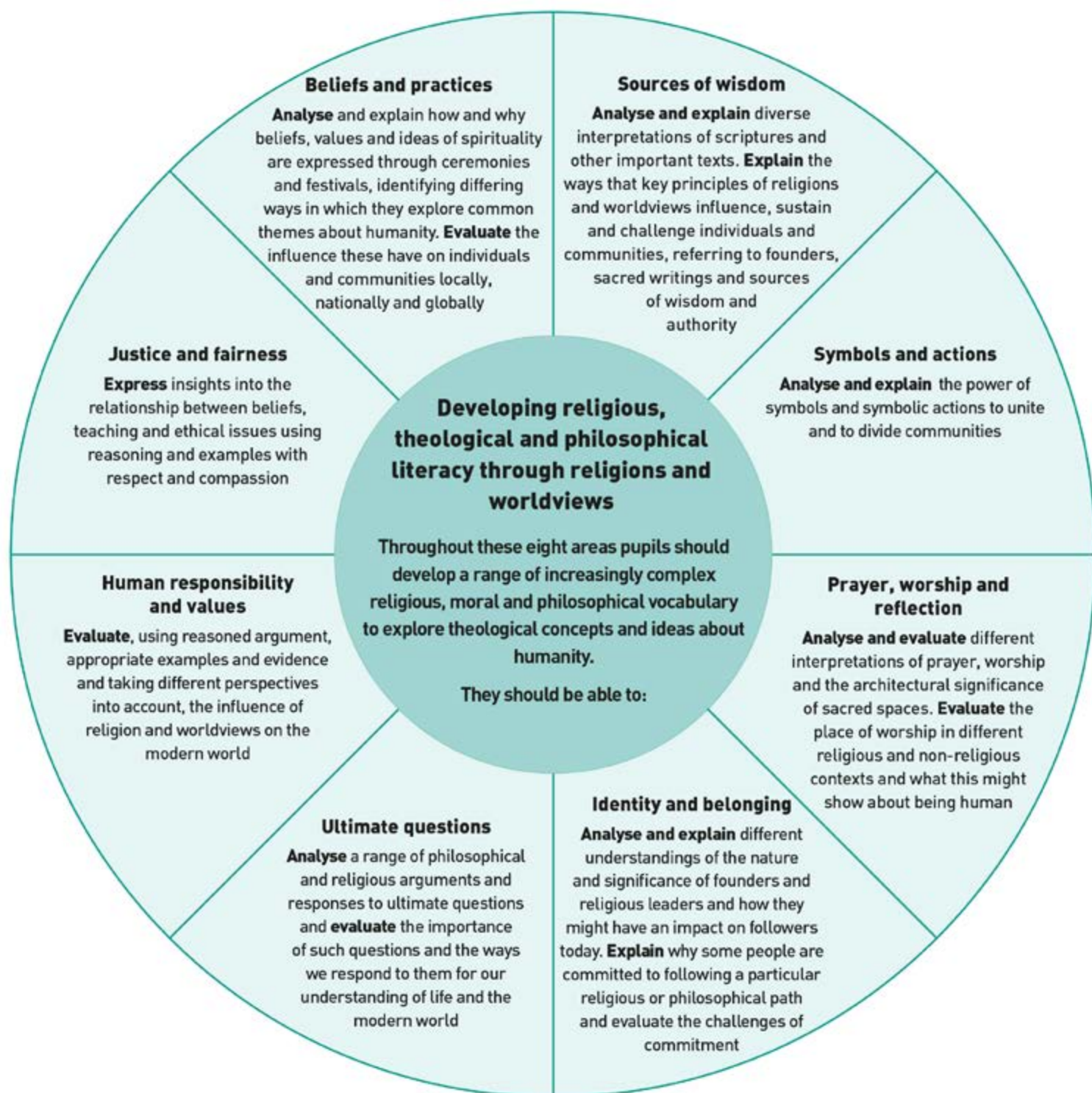


### By the end of Upper KS2 the religiously, theologically and philosophically literate pupil should:

Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.



## 4.6 Key Stage 3 Learning Outcomes



### By the end of KS 3 the religiously, theologically and philosophically literate pupil should:

Use a range of increasingly complex religious, moral and philosophical vocabulary to demonstrate the ability to understand and explain a range of religious and non-religious worldviews, recognising their local national and global context. Use this knowledge to analyse and synthesise personal and critical responses to a range of different issues in order to form coherent, well-argued conclusions. Challenge arguments about the meaning of religion and spirituality and suggest answers relating to the search for truth.

## **4.7 Learning Outcomes for Key Stages 4 and 5**

Throughout KS4 and KS5 the religiously, theologically and philosophically literate student should:

Use a range of increasingly complex religious, ethical and philosophical vocabulary. Demonstrate the ability to understand and evaluate a range of religious and non-religious worldviews applying these in a local, national and global context.

Use their knowledge to analyse and synthesise personal and critical responses to different issues which impact on the lives of individuals and communities, including current affairs. Form coherent, well-argued conclusions, demonstrating an increasing level of discernment based upon interpretation, analysis and evaluation of sources of wisdom.

## **5. RE in Special Schools and for Children with Special Educational Needs or Disabilities**

Special schools should follow the Hertfordshire Agreed Syllabus 'as far as it is practicable.' RE can make a positive contribution to the development of empathy, tolerance and the ability to work with others who have differing beliefs, views and values. RE should support the spiritual, moral, social and cultural development of all pupils.

This Syllabus can be modified, at the discretion of the RE subject leader and headteacher, in a way that is helpful and appropriate for meeting individual pupils' needs. This could mean using programmes of study and non-statutory questions and ideas for developing learning, from alternative Key stages.

Teachers should provide access to learning for pupils with special educational needs by:

- making provision for pupils who need help with language, literacy and communication;
- enabling pupils to manage their behaviour and emotions so that they can access the RE curriculum;
- planning learning experiences which will develop pupils' understanding through the use of all available senses;
- planning carefully to allow opportunities for all pupils to contribute productively to RE lessons;
- giving pupils the opportunities to develop the skills they need for adult life



## The 'five keys' RE planning model for SEND

The Hertfordshire Agreed Syllabus recommends that special schools use the following model devised by Anne Krisman<sup>12</sup>, teacher at Little Heath School, London Borough of Redbridge.

1. Connection – what links can we make with our pupils' lives?  
Creating a bridge between pupils' experiences and the religious theme
2. Knowledge – What is the burning core of the faith?  
Selecting what really matters in a religious theme, cutting out peripheral information
3. Senses – What sensory elements are in the religion?  
Looking for a range of authentic sensory experiences that link with the theme
4. Symbols – What are the symbols that are most accessible?  
Choosing symbols that will encapsulate the theme
5. Values – What are the values in the religion that speak to us?  
Making links between the values of the religious theme and the children's lives

Special schools are recommended to use this Agreed Syllabus as a source of information for religious themes and concepts.

<sup>12</sup> *A more detailed explanation of Anne Krisman's approach, with supporting examples, can be found here: <http://www.reonline.org.uk/news/5-keys-into-re/>*

# Non-Statutory Appendices

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## Appendix 1: What does the law in England say about RE?

### RE is locally determined, not nationally

A locally Agreed Syllabus is a statutory syllabus of RE prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by a local authority.<sup>6</sup>

This Agreed Syllabus builds on the good practice from the 2004 Non-statutory Framework for RE, produced by the then Qualifications and Curriculum Authority, and also the core ideas in the RE Council's Non-statutory Framework from 2013.<sup>7</sup>

### RE is for all pupils

RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents.<sup>8</sup> It is a necessary part of a 'broad and balanced curriculum.'

RE must be provided for all registered pupils from reception classes to sixth form

The requirement to teach RE does not apply to nursery schools and classes (although there is an expectation that RE is provided as a non-statutory entitlement through continuous provision).

### RE in your school

Maintained schools without a religious character should follow the locally agreed syllabus.

Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus unless parents request RE in accordance with the trust deed or religious designation of the school.

Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.

Church schools, church academies, church free schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied; this can be achieved by using the Hertfordshire Agreed Syllabus.

In Church of England schools, the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith: for example, through the Understanding Christianity resource. Church schools should use some form of enquiry approach that engages with, for example, Biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners (more is set out in 'Religious Education in Church of England Schools: A Statement of Entitlement').

The effectiveness of denominational education in Church schools is evaluated during the Statutory Section 48 Inspection.

## **Faith and non-faith academies and free schools**

RE is compulsory as set out in the funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned) or devise their own curriculum.

## **Special schools**

Special schools should ensure that every pupil receives RE 'as far as is practicable.'<sup>9</sup>

## **RE is multi faith**

The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.'<sup>10</sup>

An agreed syllabus must not require RE to be provided by means of any catechism, or formula which is distinctive of any particular denomination.

As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

## **Right of withdrawal**

All parents have the right to withdraw their children from receiving RE. No teacher can be required to teach RE if s/he does not wish to do so (DfES Circular 1/94 para 44-49).

This was first granted when RE was Religious Instruction and carried with it connotations of induction into the Christian faith. RE is very different today and is open to the exploration of a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own

RE <sup>11</sup>. This is the parents' responsibility. It is good practice for schools to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring this right.

<sup>6</sup>. *Education Act 1996 Schedule 31*

<sup>7</sup>. *A Curriculum Framework for Religious Education in England (REC 2013)*

<sup>8</sup>. *School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80*

<sup>9</sup>. *The Education (Special Educational Needs) (England) (Consolidation) (Amendment) Regulations 2006 Regulation 5A*

<sup>10</sup>. *Section 375(3) of the Education Act 1996*

<sup>11</sup>. *School Standards and Framework Act 1998 S71 (3)*

## Appendix 2: Guidance on RE in the Early Years

The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the reception year at the age of five. Early years pupils should encounter religions and worldviews through special people, books, times, places and objects and by visitors and visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and react on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Good early years teaching stems from children's own experience and so many practitioners will find ways to draw on the wealth of religious or spiritual experiences that families may bring with them.

Unlike the subjects of the National Curriculum, RE is a legal requirement for all pupils on the school roll, including all those in the reception year. The statutory requirement for RE does not extend to nursery classes in maintained schools. RE may, however, form a valuable non-statutory entitlement for nursery children.

In line with the Development Matters (2021), RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

These learning intentions for RE are developed from relevant areas of the Statutory Framework for the Early Years Foundation Stage (DfE 2021).

### Communication and Language

#### ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## **Personal, Social and Emotional Development**

### **ELG: Self-Regulation**

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

### **ELG: Managing Self**

Children at the expected level of development will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly;

### **ELG: Building Relationships**

Children at the expected level of development will:

- Show sensitivity to their own and to others' needs.

## **Literacy**

### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## **Understanding the World**

### **ELG: Past and Present**

Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

### **ELG: People, Culture and Communities**

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

## **Expressive Arts and Design**

### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## Appendix 3: Programme of Study Planning Grids

### a) EYFS

Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study		
Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to explore the eight key areas of RE. Children should:-	<b>Nursery</b> (tick as appropriate)	<b>Reception</b> (tick as appropriate)
<b>Beliefs and practices</b> <b>Share</b> their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond		
<b>Sources of wisdom</b> <b>Listen and respond</b> to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings		
<b>Symbols and actions</b> <b>Directly experience</b> religion, its symbols and actions. <b>Engage</b> with artefacts, people and places. <b>Explore</b> local places of importance, including at least one place of significance for a religious family. They should <b>share</b> their own experiences of places which are important to them		
<b>Prayer, worship and reflection</b> <b>Learn about</b> key figures in their own lives and key members of a local religious group. <b>Listen and respond</b> to visitors from faith communities. <b>Talk about</b> prayer and worship and experience times of quiet and stillness		
Continued on the next page		



**Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study**

Children discover some religious words and ideas in the context of their experiences. Teachers should plan opportunities to explore the eight Key Areas of RE. <b>Children should:-</b>	<b>Nursery</b> (tick as appropriate)	<b>Reception</b> (tick as appropriate)
<b>Identity and belonging</b> <b>Explore</b> how people know that they belong to a family and other groups, including religious groups		
<b>Ultimate questions</b> <b>Experience</b> aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. <b>Ask questions</b> that are philosophically challenging and consider answers		
<b>Human responsibility and values</b> <b>Explore</b> some of the ways in which people express care and concern for each other and the importance of this for relationships. They should <b>develop</b> an awareness of their own value and that of others		
<b>Justice and fairness</b> <b>Understand</b> what is right and wrong and why. Consider the consequences of their words and actions for themselves and others		

## b) Key Stage 1

Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study		
The eight Key Areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. <b>Children should:-</b>	<b>Yr 1</b> (tick as appropriate)	<b>Yr 2</b> (tick as appropriate)
<b>Beliefs and practices</b> <b>Recall</b> and <b>name</b> different beliefs and practices including festivals, worship, rituals and ways of life in <i>order to find out about the meanings behind them</i>		
<b>Sources of wisdom</b> <b>Retell</b> and <b>suggest meanings</b> to some sources of wisdom and stories of faith and belief, exploring and <b>discussing</b> sacred writings and sources of wisdom and <b>recognising</b> the traditions from which they come		
<b>Symbols and actions</b> <b>recognise</b> how and why symbols and actions express religious meaning, appreciating some similarities between communities		
<b>Prayer, worship and reflection</b> <b>Respond</b> to and <b>reflect</b> on what individuals and communities do and why, so that pupils begin to <b>understand</b> what prayer, worship and reflection mean to a <i>religious community</i>		
<b>Identity and belonging</b> <b>Notice and talk about</b> how groups expressed their identity and belonging. <b>Listen to and talk</b> with people including leaders who belong to a faith community about how their commitment affects their lives		
Continued on the next page		

**Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study**

<p>The eight Key Areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. <b>Children should:-</b></p>	<p><b>Yr 1</b> (tick as appropriate)</p>	<p><b>Yr 2</b> (tick as appropriate)</p>
<p><b>Ultimate questions</b> <b>explore</b> questions about belonging, meaning and truth so that they can <b>express their own ideas and opinions using creative media</b></p>		
<p><b>Human responsibility and values</b> <b>Respond to</b> stories and real-life examples of how and why people show care and concern for humanity and the world</p>		
<p><b>Justice and fairness</b> <b>Reflect</b> on ideas about what is right and wrong and <b>consider how</b> spiritual and moral values influence the behaviour and choices of themselves and of others</p>		

## c) Key Stage 2

Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study				
The eight Key Areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. <b>Pupils should:-</b>	<b>Yr 3</b> (tick as appropriate)	<b>Yr 4</b> (tick as appropriate)	<b>Yr 5</b> (tick as appropriate)	<b>Yr 6</b> (tick as appropriate)
<b>Beliefs and practices</b> <b>Describe, make connections and reflect upon</b> different features of the religions and worldview studied, <b>discovering more about the significance</b> of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations				
<b>Sources of wisdom</b> <b>Investigate, interpret and respond to</b> a range of stories sacred writings and sources of wisdom and authority <b>reflecting on the impact</b> of beliefs and teachings as ways of seeing the world in different communities				
<b>Symbols and actions</b> <b>Explore and describe</b> beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning				
<b>Prayer, worship and reflection</b> <b>Research and explore</b> varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness				
<b>Identity and belonging</b> <b>Explore and describe</b> the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives				
Continued on the next page				

## c) Key Stage 2

Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study				
The eight Key Areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Pupils should:-	Yr 3 (tick as appropriate)	Yr 4 (tick as appropriate)	Yr 5 (tick as appropriate)	Yr 6 (tick as appropriate)
<b>Ultimate questions</b> <b>Discuss and present thoughtfully</b> through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth				
<b>Human responsibility and values</b> <b>Consider and apply</b> ideas about ways in which diverse communities can live together for the well-being of all. <b>Respond thoughtfully</b> to ideas about values, respect and human responsibility				
<b>Justice and fairness</b> <b>Discuss and apply</b> their own and others' ideas about ethical questions <b>reflecting on</b> ideas about what is right and wrong and what is just and fair				

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### c) Key Stage 3

Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study			
The eight Key Areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. <b>Students should:-</b>	<b>Yr 7</b> (tick as appropriate)	<b>Yr 8</b> (tick as appropriate)	<b>Yr 9</b> (tick as appropriate)
<b>Beliefs and practices</b> <b>Explain and interpret</b> similarities and differences of belief and practice within and between religions and worldviews, and the impact these have on a range of different individuals and communities			
<b>Sources of wisdom</b> <b>Explain and evaluate</b> different ways in which people engage with and interpret sources of wisdom including the ways in which they guide and inspire individuals and communities in differing contexts			
<b>Symbols and actions</b> <b>Explain</b> the origins and significance of symbols, rituals and specific styles of language as ways of expressing deeply held beliefs, meaning, commitments and values within a range of faith traditions; <b>explore</b> similarities and differences in the ways symbols and actions are understood and enacted			
<b>Prayer, worship and reflection</b> <b>Explore and explain</b> the diverse ways in which people within a faith tradition express their faith through private and communal worship and the importance of 'sacred spaces' to enhance their experience; <b>identify and explain</b> how diversity of belief influences worship and the significance of worship in the lives of individuals and communities; evaluate the significance of reflection in the lives of non-religious individuals and communities			
Continued on the next page			

## c) Key Stage 3

Developing religious, theological and philosophical literacy through religions and worldviews permeates this programme of study			
The eight Key Areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. Students should:-	Yr 7 (tick as appropriate)	Yr 8 (tick as appropriate)	Yr 9 (tick as appropriate)
<b>Identity and belonging</b> <b>Explain</b> the significance of foundational and contemporary leadership and evaluate their impact on the beliefs, values and ways of living of individuals and communities; <b>analyse</b> and <b>evaluate</b> diverse ways in which faith is expressed through commitment and action, and the significance that diversity within and between belief systems has on local, national and global religious and non-religious communities.			
<b>Ultimate questions</b> <b>Explore and evaluate</b> a range of religious and non-religious responses to some of the ultimate questions that life raises for us; respond in a well-informed, reasoned, personal and critical way, developing their own questions and ideas; <b>express</b> these using a range of philosophical concepts and creative media			
<b>Human responsibility and values</b> <b>Examine and evaluate</b> the diverse views on mutual respect, concern for others and human responsibility for the world which exist within religions and worldviews; <b>identify</b> how these are based on different interpretations of key sources of wisdom and authority and of humanity's place in the world			
<b>Justice and fairness</b> <b>Analyse and critically evaluate</b> some significant spiritual, moral, social and ethical questions using a range of actual, hypothetical or fictional examples to encourage <b>well-informed, reflective and reasoned responses; reflect on and respond</b> personally and critically to what these might show about what it means to be human			

## Appendix 4: Some guidance on developing enquiries in Key Stage 4 & 5

Non-statutory exemplar to show suggested topics and questions that could be explored through the core curriculum at Key Stages 4 and 5		
Area	Possible theme	Potential questions
The influence of religion and worldviews on individuals and family life	Nurture and indoctrination	How should parents bring up their children? Is it moral to bring them up as part of a faith?
The influence of religion and worldviews on local communities and society	Sin and crime	What is the difference between sin and crime?
The nature of 'religion', 'worldview', 'morality' and 'spiritual' and the issues and questions that they raise	Meaning and purpose in life Religious themes through media and film	Identify and explore the religious themes and worldviews in films such as <i>Rabbit Proof Fence</i> , <i>To Kill a Mockingbird</i> , <i>Cry Freedom</i> , <i>Bend it Like Beckham</i> , <i>Schindler's List</i> , <i>The Reader</i> , <i>Spring Summer Autumn Winter Spring</i>
Marking important landmarks in life	Forgiveness Marriage and family life Death and bereavement	Should we always forgive? Is marriage as relevant today as it has been in the past? What happens when we die? How are beliefs about life after death expressed through funeral rites? What is the process of grieving and how do people from different traditions and worldviews respond to death?
Spiritual, moral, social and ethical issues	Animal rights Holocaust studies Medical ethics ('saviour siblings' / IVF/transplant / surrogacy)	Should animals have the same rights as humans? Where was God or where was man? Should there be limits to the use of medical technology?
Religion, worldviews and global issues	War Peace Stewardship Inequality and poverty	Why do religions preach peace but cause wars? Can war be just? Whose world is it? Is it possible to rid the world of inequality and poverty?

## Appendix 5: Progression within each Key Area

Beliefs and practices	
EYFS	Explore diverse ways of living, including beliefs and festivals
KS1	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them
LKS2	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked
UKS2	Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities
KS3	Analyse and synthesise how and why people express beliefs, values and ideas of spirituality through ceremonies and festivals. Recognise the impact of these on different communities

Sources of wisdom	
EYFS	Listen and respond to religious stories
KS1	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come
LKS2	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers
UKS2	Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers
KS3	Suggest reasons for diverse interpretations of scriptures and other important texts. Explain the challenges and impact of the key principles of religions and worldviews referring to founders, sacred writings and sources of wisdom and authority

Symbols and actions	
EYFS	Communicate about people, places and religious symbols and artefacts
KS1	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities
LKS2	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities
UKS2	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities
KS3	Enquire and interpret ways in which individuals symbolically express their identity within and between religions and worldviews

Prayer, worship and reflection	
EYFS	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection
KS1	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection
LKS2	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections
UKS2	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces
KS3	Analyse and evaluate different interpretations of prayer, worship and the architectural significance of sacred spaces



## Identity and belonging

EYFS	Show awareness of things and people that matter to them and link this to learning in RE
KS1	Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why
LKS2	Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders
UKS2	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives
KS3	Suggest reasons for different understanding of religious leaders and show how they might have an impact on followers today. Explain why some people are committed to following a particular religious or philosophical path and evaluate the controversies of commitment

## Ultimate questions

EYFS	Use imagination and curiosity to develop their wonder of the world and ask questions about it
KS1	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions
LKS2	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections
UKS2	Present a range of views and answers to challenging questions about belonging, meaning and truth
KS3	Analyse the impact of different views on the place of modern media in relation to ultimate questions in religion and belief. Explain how and why examples of creativity may express or challenge religious beliefs and worldviews

## Human responsibility and values

EYFS	Explore how people show concern for each other and the world around them
KS1	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this
LKS2	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility
UKS2	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief
KS3	Express their own views on how religions and worldviews have affected the world using reasoning and examples with respect and compassion

## Justice and fairness

EYFS	Understand what is right, wrong and fair
KS1	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair
LKS2	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
UKS2	Evaluate and ask challenging questions applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices
KS3	Express insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion

## Appendix 6: Progression across the Key Stages (from sections 4.3-4.6)

### Progression KS1 – LKS2

8 Key Areas	KS1	LKS2
<b>Belief and practices</b>	<b>Describe</b> at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them using appropriate vocabulary	<b>Describe and reflect</b> on some religious beliefs and practices studied, including how celebrations and key moments in life are marked and make <b>connections</b> between the different beliefs and practices
<b>Sources of wisdom</b>	<b>Retell and suggest meanings</b> to some religious and moral stories; <b>think, talk and ask questions</b> about some sacred writings and sources of wisdom and the traditions from which they come	<b>Explain and interpret</b> a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. <b>Describe</b> the impact on individual believers
<b>Symbols and actions</b>	<b>Identify</b> at least three examples of symbols and actions and explain how and why they express religious meaning; <b>describe</b> some similarities between communities	<b>Explain</b> how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. <b>Describe</b> some similarities between some symbols in different communities
<b>Prayer, worship and reflection</b>	<b>Describe</b> how and where worshippers connect to prayer and worship. <b>Describe</b> their responses to periods of stillness and reflection	<b>Describe</b> why and where worshippers perform prayer and worship. <b>Express</b> their opinions on the value of stillness and personal reflection
<b>Identity and belonging</b>	<b>Talk with others</b> about how groups express who they are and how individuals belong to communities including faith groups. <b>Describe</b> what a leader does and why	<b>Describe</b> some of the benefits and challenges individuals face when belonging to a faith community. <b>Describe</b> how some religious people are guided by their religious leaders. <b>Explain</b> what commitments they themselves have
<b>Ultimate questions</b>	<b>Ask and respond</b> to a range of 'how' and 'why' questions about belonging, meaning and truth <b>expressing</b> their own ideas and opinions	<b>Respond</b> to a range of challenging 'if' and 'why' questions about making sense of the world, <b>expressing</b> personal reflections
<b>Human responsibility and values</b>	<b>Re-tell</b> stories and share real life examples of how people show care and concern for humanity and the world; <b>think, talk and ask questions</b> about why people do this	<b>Explain</b> some of the beliefs and teachings about how people should treat others and the world. <b>Describe</b> how diverse communities can live together respectfully sharing the same important values and sense of responsibility
<b>Justice and fairness</b>	<b>Explain</b> the influence of rules. <b>Re-tell</b> moral stories and explain how these show what is right and wrong, just and fair	<b>Consider and discuss</b> questions on matters that are important in the world including choices about what is right and what is wrong

## Appendix 6: Progression across the Key Stages

### Progression LKS2 - UKS2

8 Key Areas	LKS2	UKS2
<b>Belief and practices</b>	<b>Describe and reflect</b> on some religious beliefs and practices studied, including how celebrations and key moments in life are marked and <b>make connections</b> between the different beliefs and practices	<b>Evaluate</b> a range of beliefs and practices within and across traditions and worldviews and <b>explain</b> how they share similarities with and differences from each other
<b>Sources of wisdom</b>	<b>Explain and interpret</b> a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. <b>Describe</b> the impact on individual believers	<b>Evaluate</b> the ways of a range of sources of wisdom can influence the lives of individuals and communities. <b>Show awareness</b> of the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on this
<b>Symbols and actions</b>	<b>Explain</b> how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. <b>Describe</b> some similarities between some symbols in different communities	<b>Compare</b> how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. <b>Identify and describe similarities</b> and differences between and within communities
<b>Prayer, worship and reflection</b>	<b>Describe</b> why and where worshippers perform prayer and worship. <b>Express</b> their opinions on the value of stillness and personal reflection	<b>Evaluate</b> the importance of worship in the lives of individuals and communities from a range of different perspectives
<b>Identity and belonging</b>	<b>Describe</b> some of the benefits and challenges individuals face when belonging to a faith community. <b>Describe</b> how some religious people are guided by their religious leaders. <b>Explain</b> what commitments they themselves have.	<b>Explain</b> the benefits for and challenges to individuals and communities that commitment to a faith can bring. <b>Raise questions</b> about guidance and leadership in their own and others' lives
<b>Ultimate questions</b>	<b>Respond</b> to a range of challenging 'if' and 'why' questions about making sense of the world, <b>expressing</b> personal reflections	<b>Present</b> a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and express their personal and critical responses to these in academic and creative ways
<b>Human responsibility and values</b>	<b>Explain</b> some of the beliefs and teachings about how people should treat others and the world. <b>Describe</b> how diverse communities can live together respectfully sharing the same important values and sense of responsibility	<b>Evaluate</b> whether they think that diverse communities can live together, <b>identifying</b> common values, justice, respect and shared human responsibility. Use <b>personal and critical</b> responses to evaluate how individual and collective responsibility are shaped by faith and belief
<b>Justice and fairness</b>	<b>Consider and discuss</b> and discuss questions on matters that are important in the world including choices about what is right and what is wrong	<b>Evaluate</b> how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others' ideas and arguments

## Progression UKS2 – KS3

8 Key Areas	UKS2	KS3
<b>Belief and practices</b>	<b>Evaluate</b> a range of beliefs and practices within and across traditions and worldviews and <b>explain</b> how they share similarities with and differences from each other	<b>Analyse and explain</b> how and why beliefs, values and ideas of spirituality are expressed through ceremonies and festivals, identifying differing ways in which they explore common themes about humanity. <b>Evaluate</b> the influence these have on individuals and communities locally, nationally and globally.
<b>Sources of wisdom</b>	<b>Evaluate</b> the ways of a range of sources of wisdom can influence the lives of individuals and communities. <b>Show awareness of</b> the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on this.	<b>Analyse and explain</b> diverse interpretations of scriptures and other important texts. <b>Explain</b> the ways that key principles of religions and worldviews influence, sustain and challenge individuals and communities, referring to founders, sacred writings and sources of wisdom and authority
<b>Symbols and actions</b>	<b>Compare</b> how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. <b>Identify and describe</b> similarities and differences between and within communities	<b>Analyse and explain</b> the power of symbols and symbolic actions to unite and to divide communities
<b>Prayer, worship and reflection</b>	<b>Evaluate</b> the importance of worship in the lives of individuals and communities from a range of different perspectives	<b>Analyse and evaluate</b> different interpretations of prayer, worship and the architectural significance of sacred spaces. <b>Evaluate</b> the place of worship in different religious and non-religious contexts and what this might show about being human
<b>Identity and belonging</b>	<b>Explain</b> the benefits for and challenges to individuals and communities that commitment to a faith can bring. <b>Raise questions</b> about guidance and leadership in their own and others' lives	<b>Analyse and explain</b> different understandings of the nature and significance of founders and religious leaders and how they might have an impact on followers today. <b>Explain</b> why some people are committed to following a particular religious or philosophical path and evaluate the challenges of commitment
<b>Ultimate questions</b>	<b>Present</b> a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and <b>express</b> their personal and critical responses to these in academic and creative ways	<b>Analyse</b> a range of philosophical and religious arguments and responses to ultimate questions and <b>evaluate</b> the importance of such questions and the ways we respond to them for our understanding of life and the modern world
<b>Human responsibility and values</b>	<b>Evaluate</b> whether they think that diverse communities can live together, <b>identifying</b> common values, justice, respect and shared human responsibility. <b>Use personal and critical</b> responses to evaluate how individual and collective responsibility are shaped by faith and belief	<b>Evaluate</b> , using reasoned argument, appropriate examples and evidence and taking different perspectives into account, the influence of religion and worldviews on the modern world
<b>Justice and fairness</b>	<b>Evaluate</b> how important faith and belief are in <b>deciding</b> what is right and wrong, just and fair, referring to their own and others' ideas and arguments	<b>Express</b> insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion

# Acknowledgements

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## Members of SACRE and the ASC (Agreed Syllabus Conference)

### Group A: Christian denominations and other religions/religious denominations

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Kavaljit Kaur Dev	Sikh Community
Rev John Fellows (V-Chair)	Free Church
Sadiq Haq to June 2021)	Muslim Community
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Angharad Griffiths	Free Church
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Randula Haththotuwa (June 2021)	Buddhist Community
Maggie Wright	Catholic Church
Carol-Anne Chandler (ASC Chair)	Catholic Church

Carol-Anne has resigned from SACRE. We would like to acknowledge and thank her for all her hard work chairing the ASC for this syllabus and also for 2017- 2022.

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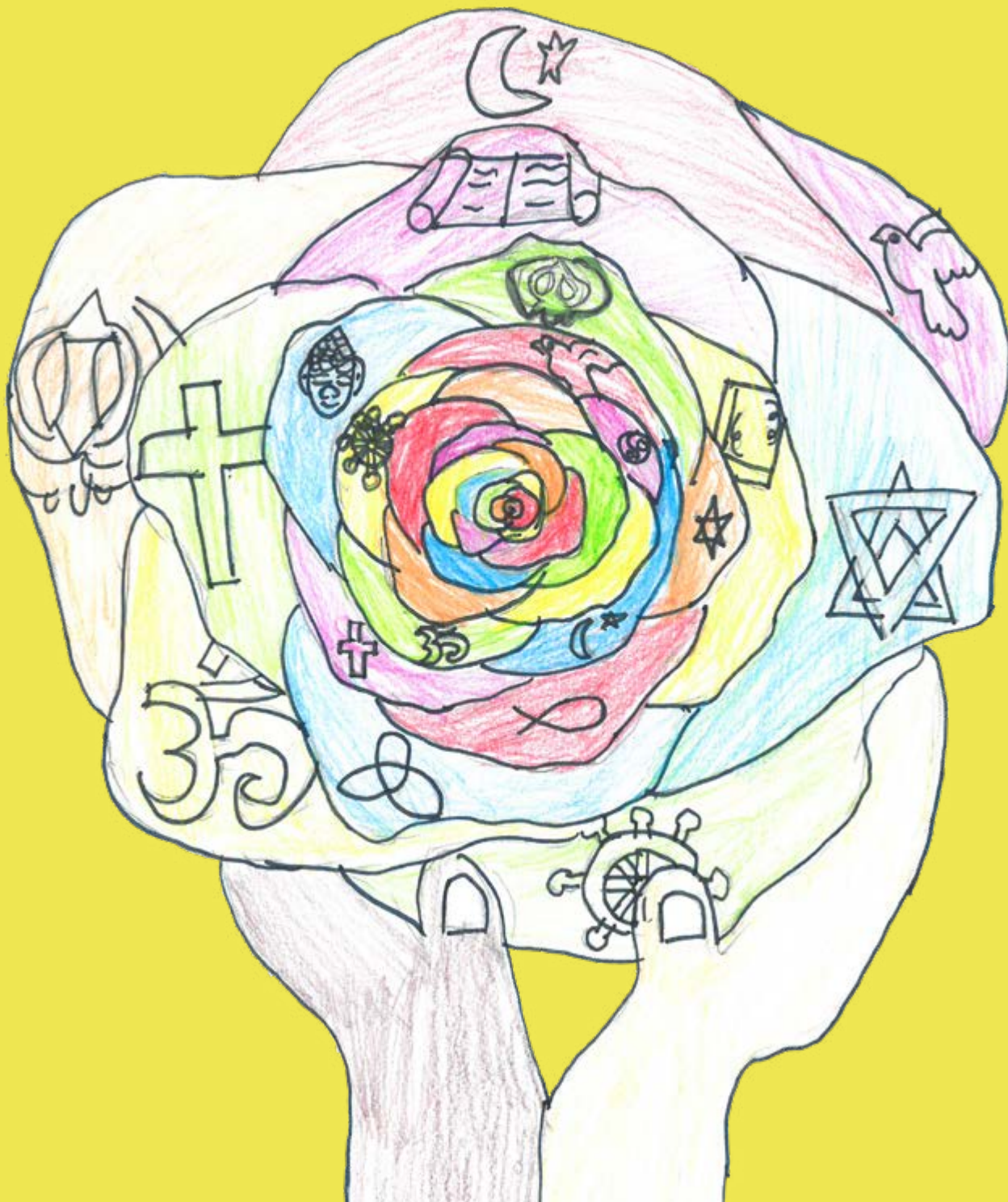
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\* Shirley Whales sadly died in November 2021. Her commitment, passion and joyous nature are greatly missed



SACRE is very grateful for the art work produced by the following pupils:

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