

The RE syllabus

A briefing for teachers

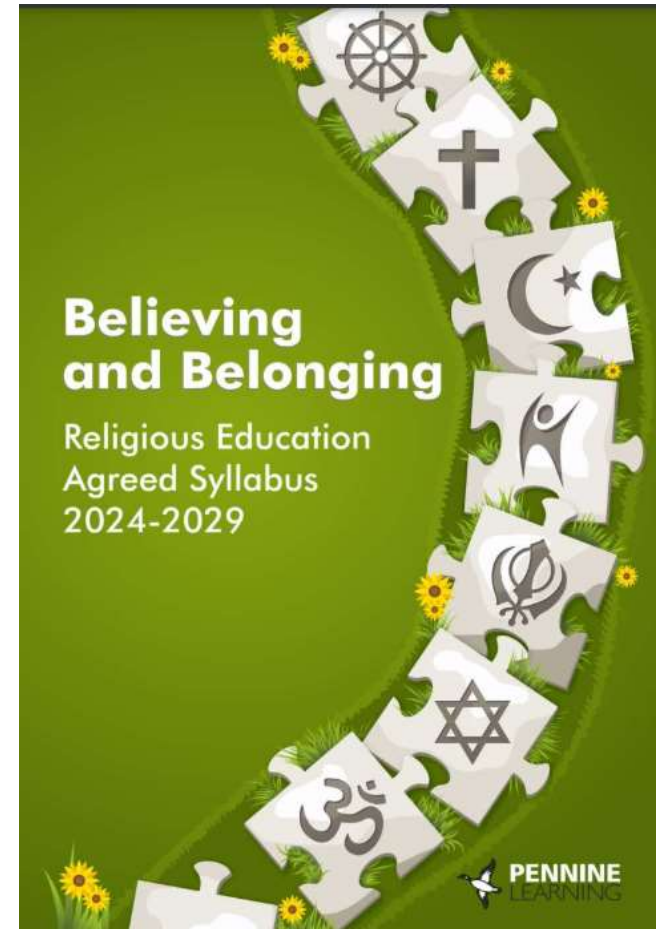
The Agreed Syllabus for RE

The revised syllabus for RE has been written and approved for teaching in schools in Bradford, Calderdale, Kirklees and Leeds from 2025-2029.

It is the mandatory syllabus for maintained and VC schools.

It may also be used by academy schools and other educational institutions in the area.

It builds on and develops its predecessor syllabus.



Contents of syllabus

Purpose and Value of Religious Education

Principles and Requirements

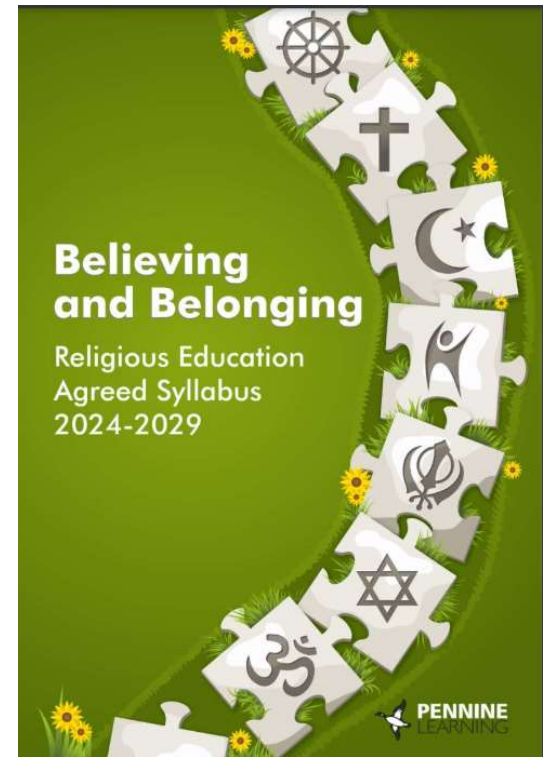
Curriculum Information: what to teach at each KS, Special Needs

Assessing the Impact of Teaching and Learning

Planning a Curriculum, incl units of work and medium-term plans

Support for RE

Appendices – subject content by pathway & religions/worldviews



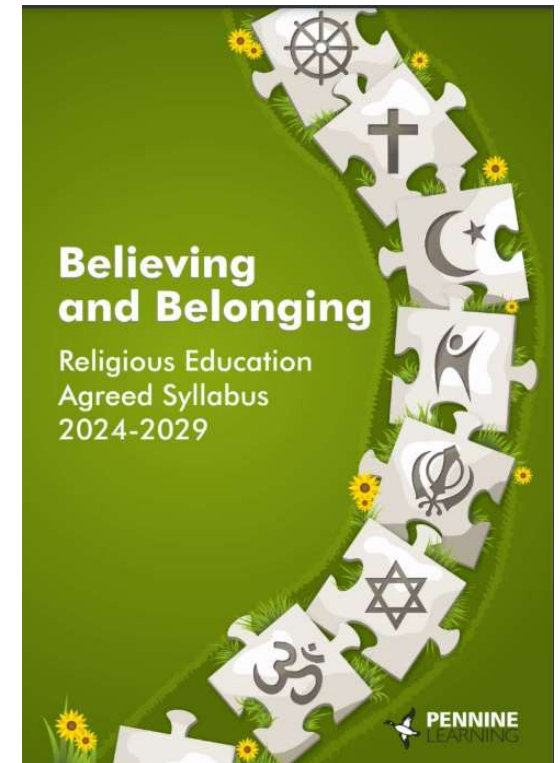
The syllabus is free to schools

Additional optional resources by subscription

- Detailed planning
- Lesson resources, PowerPoints

Main themes

1. Learning is sequenced along **six conceptual pathways**.
2. It requires teaching of **all main world faiths and non-religious beliefs** but offers **flexibility** as to how and when this is planned into their curriculum.
3. The syllabus provides a framework for a **broad overview** of religions and worldviews but recommends **deeper, focused study** of specific topics and questions.
4. **Religion and Worldviews** encompass non-religious beliefs and diversity within and beyond the main world faiths.
5. A study of religion and worldviews includes the building of **substantive knowledge**, using a range of **disciplinary approaches** and including the development of **personal understanding and awareness**.



1. Learning is organised in six pathways

These are designed to ensure learning is coherent and sequenced.

Learners will follow at least one unit of work based on every pathway at each key stage



The Six Pathways: A summary

The Nature of Religion and belief

- Beliefs, practices and values, and the diversity within religion: sacred things including buildings, festivals, rituals, books.

Expressing beliefs

- How beliefs are expressed: words and other forms of communication like art, music, drama, dance, texts, poetry.

A Good Life

- How people treat each other fairly and live together without upsetting or hurting each other or the environment.

Personal Journey

- How people find wonder and awe including pilgrimage and life experiences.

Influence and Authority

- How religious and non-religious communities interact with wider society and cultures.

The Big Picture

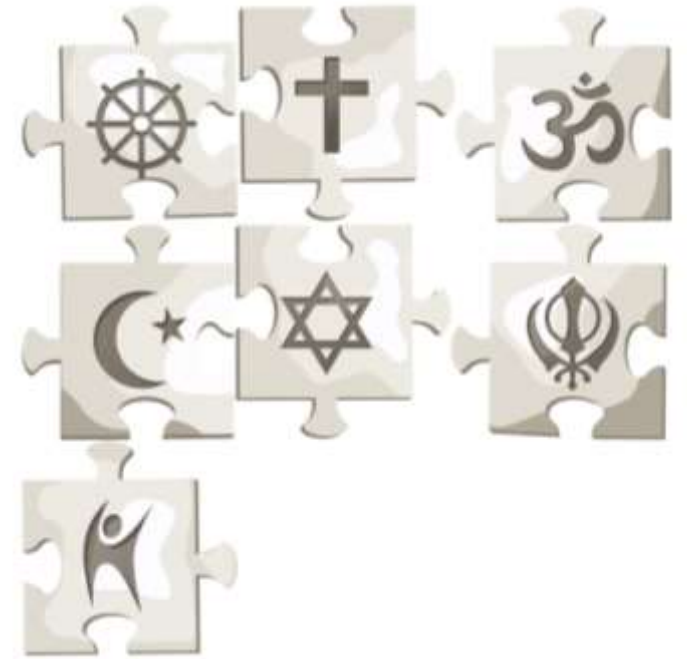
- Making sense of our world and our place in it. Big questions of the grand narrative eg origin of the world.

2. Religions and worldviews

In line with the law, RE should include study of Christianity, other major world faiths and non-religious perspectives.

There should be an overall balance between faiths and beliefs across your curriculum, but schools have the choice of how to organise this.

Some units of work allow for options of different faiths and worldviews. It is important schools select and balance – **don't just choose them all!**



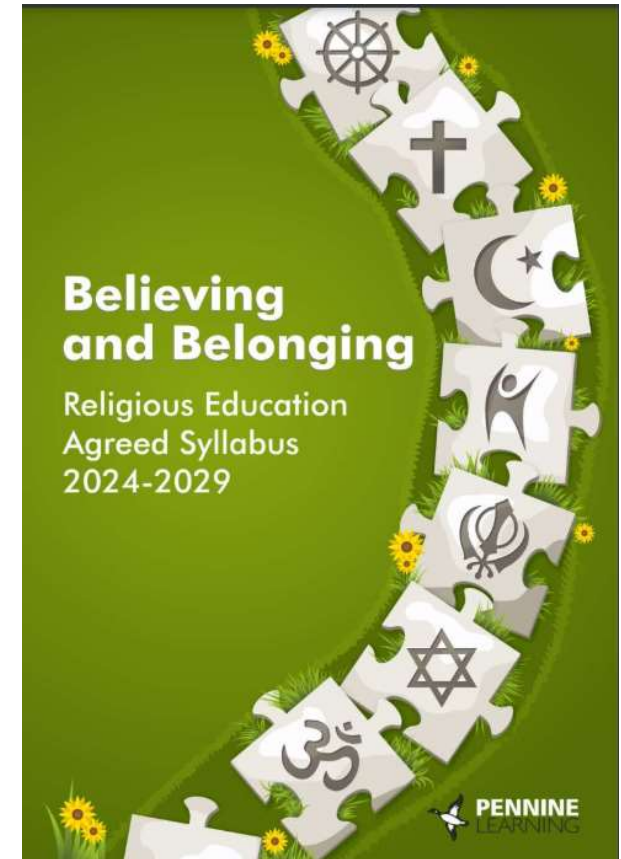
3. Balance core knowledge and deeper focus

The syllabus combines:

- **a broad, but rigorous, understanding** of religions and worldviews in the context of local communities and our country;
- **deeper focused study** of specific topics and questions.

This balance is reflected in the units of work where learners study;

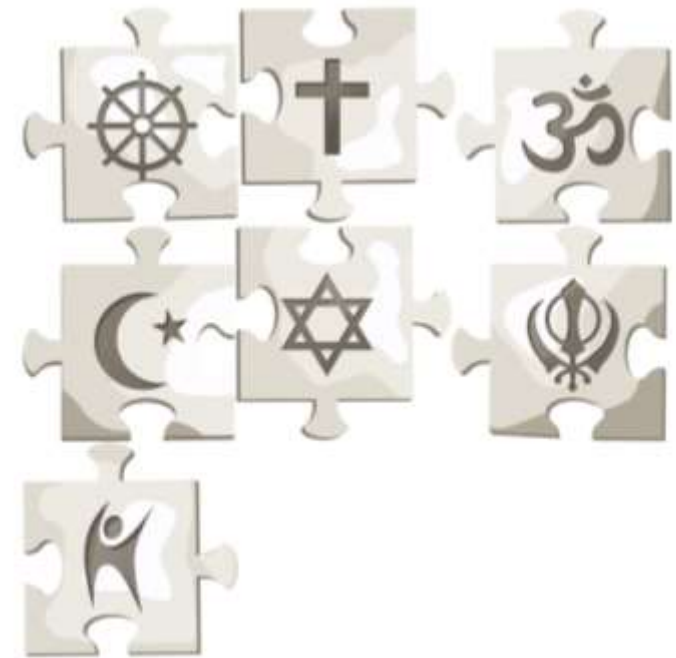
- **Core units** (one on each pathway at each KS)
- **Focus units** (additional selected units)



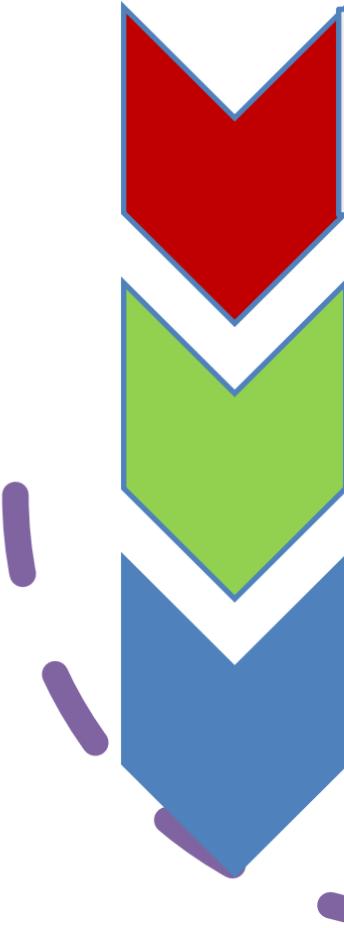
4. Religion and Worldviews

A 'religion and worldviews approach' means:

- Recognising diversity within and between religions and worldviews.
- Avoiding oversimplification and stereotyping.
- Maybe exploring some worldviews beyond the six faiths mostly studied.
- Including non-religious approaches
- Building in lived experience and real engagement through visits – face to face and on-line.
- Giving learners opportunities to learn about beliefs that are outside their local area, as well as reflecting local demography.



5. Substantive, disciplinary, personal



- **Substantive knowledge**

- *what do learners know and understand?*

- **Disciplinary approaches**

- *which academic disciplines are used?*

- **Personal awareness and understanding**

- *how have learners expressed or changed their own perspectives?*

Assessment should reflect learners' progress in all three aspects.

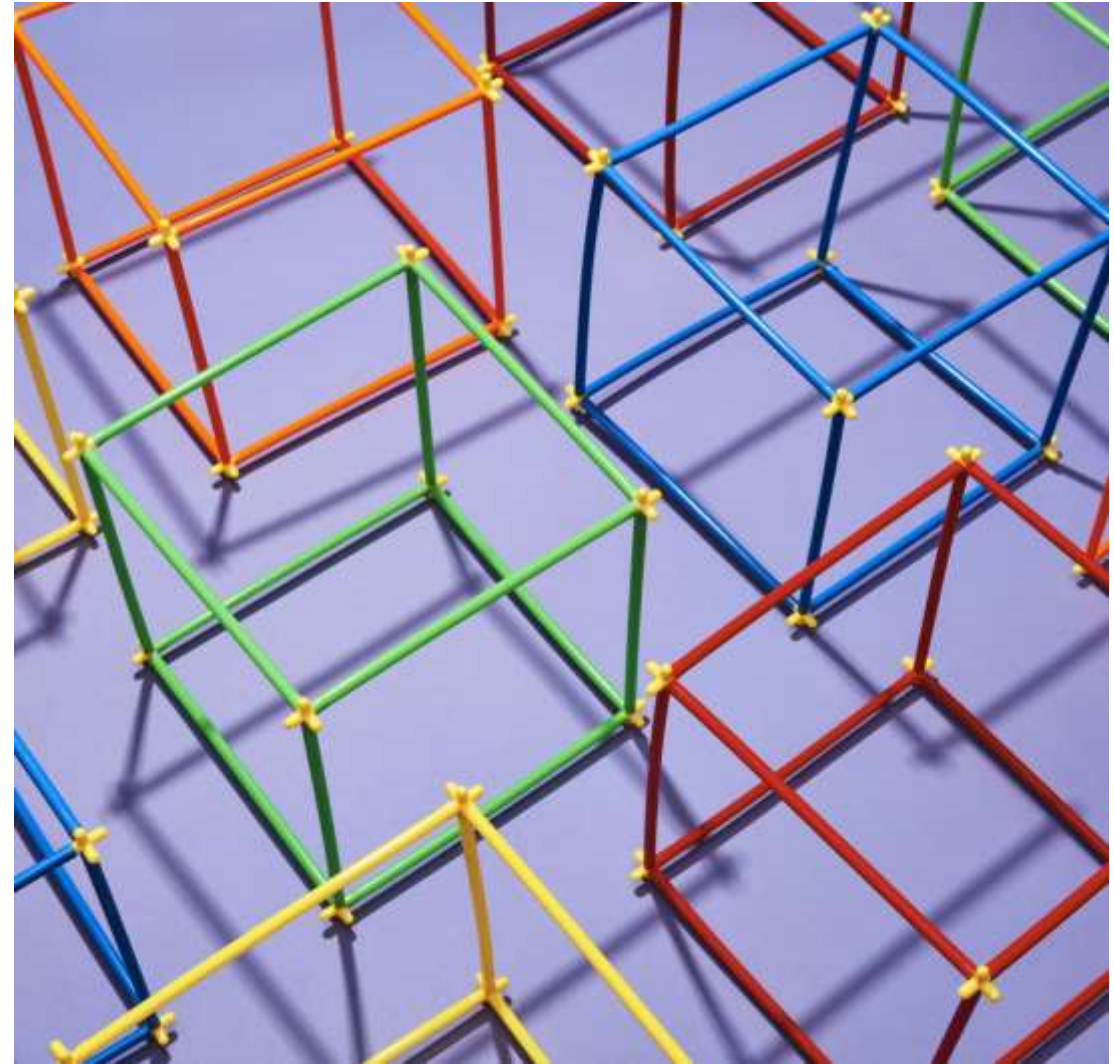
It must be manageable and designed to fit with the school's pattern of assessment

Progress through a unit



Each unit of work includes carefully planned activities to enable pupils to make progress through these stages of learning

Learning objectives are built around these stages of learning – see next slide for exemplar objectives



Skills and learning outcomes

| | Remembering | Understanding | Applying | Analysing | Evaluating | Creating |
|-------------|--|--|--|---|---|--|
| KS1 | Recognise Name Talk about | Retell Notice details | Express ideas Respond sensitively | Sort Respond to questions | Suggest meanings Recognise similarities and differences | <p>Teachers may use the following stems at any stage to assess age-appropriate outcomes:</p> <p>Create an object or picture to show understanding</p> <p>Design and make using new/learned ideas.</p> <p>Plan and produce an outcome to demonstrate learning.</p> <p>Generate and synthesise ideas as part of a project.</p> |
| LKS2 | Recall information Describe Re-tell Recognise | Give an example Make links Respond thoughtfully | Ask questions Give a presentation Express ideas | Demonstrate understanding Give reasons Explain | Describe similarities and differences Give opinions | |
| UKS2 | Define Describe and give examples Identify and explain | Summarise ideas Compare and contrast Make connections Discuss | Choose appropriate questions (e.g an interview) Give a considered response Apply ideas | Explain a range of opinions Organise material (e.g most relevant) Find meanings | Weigh up different points of view Give reasons for differences | |

Assessment and EKS statements

Each pathway has an end of key stage statement outlining what a 'good RE student' should be able to do at the end of a unit.

There is a summary of expectations, linked to these statements, on each unit of work.

CL2.3 How do the 'Five Pillars' help Muslims to live a good life?

| EXPECTATIONS – informed by ongoing assessment throughout the unit: | | |
|---|---|--|
| <p>Pupils working towards the age-related expectations will:</p> <ul style="list-style-type: none">• Recognise some of the key teachings of <u>Islam</u>;• Describe some Muslim practices and actions. | <p>Pupils working at the age-related expectations (ARE) for LKS2 will be able to:</p> <ul style="list-style-type: none">• Give examples of key teachings of Islam and recognise the different ways these are interpreted by <u>believers</u>;• Express ideas about how Muslim beliefs have an impact on the life of <u>believers</u>;• Explain how a Muslim might follow the example of the Prophet Mohammed. | <p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none">• Research and interpret Muslim beliefs and practices, explaining these coherently and <u>clearly</u>;• Investigate and evaluate Islam in the modern world and the impact this has on the lives of believers and that of nonbelievers. |

ASSESSMENT SUGGESTIONS

- Create an Islamic resource box including items that are important to Muslims. Pupils should include a fact card with each artefact explaining its importance and how it helps Muslims to follow the Five Pillars.

Time Allocation

It is a legal requirement that all pupils are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity. To deliver RE with integrity, schools will need to allocate at least the **equivalent of an hour a week**. Organisation of this time is a matter for schools.



Creating your curriculum

Alongside the syllabus there are detailed (optional) units of work. See page 61 of the syllabus for the full list.

If you choose to use these you should be covering **6 core units** of work in each of **KS1, LKS2 and UKS2**. Units within the each of these key stages and sub-stages are interchangeable.

You then also **add in focus units** or units from Understanding Christianity. The recommendation is at least 4 units of work per year group (3 core and at least 1 focus)

*Once you have identified the units of work in your long-term plan ensure that you cover a breadth of religions/ worldviews and map these carefully. **See p61 of the syllabus***

Creating your curriculum

In **KS3** there are 8 core units over the three years and additional focus units. These are adaptable And interchangeable between years 7, 8 and 9.

In **KS4** (non-examined) there are 13 units from which you can build a curriculum.

*Once you have identified the units of work in your long-term plan ensure that you cover a breadth of religions/ worldviews and map these carefully. **See p 61 of the syllabus***

Medium term planning for core units and for some optional sixth form studies are included in the syllabus. Detailed planning for all units is available by subscription from Kirklees Business Solutions.

Example 1

| Year 3 | | | | | | |
|---------------------------------|---|---|--|--|----------|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Unit title | CL2.6 How do Jews use stories to remember God's covenant? (Pathway 6) | FL2.13 Why do people follow inspirational leaders? (Pathways 3 and 5) | CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3) | CL2.2 How do different people express their spirituality? (Pathway 2) | | |
| Religion/ worldviews to include | Judaism | Christianity, Islam, Judaism, non-religious approaches. | Islam | Buddhism, Christianity, Hindu Dharma, Islam, Sikhi, non-religious approaches. | | |
| Year 4 | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Unit title | CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4) | CL2.5 How do ancient stories influence modern celebrations? (Pathway 5) | FL2.14 How are the stories of Holy Week important to Christians? (Pathway 6) | CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1) | | |
| Religion/ worldviews to include | Sikhi | Christianity, Hindu Dharma, Judaism, Paganism. | Christianity | Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi, non-religious approaches. | | |

Planning for Early Years

| <i>Children will be learning to:</i> | <i>Examples of how to support this using RE content</i> | <i>Pathway links</i> |
|---|--|-------------------------------|
| Talk about members of their immediate family and community | During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. | Pathway 2: Expressing Beliefs |
| Name and describe people who are familiar to them | Talk about special or precious objects found in their homes – including religious objects and pictures. Learn about and handle some religious artefacts. | Pathway 4: Personal journey |
| ELG: Talk about the lives of the people around them and their roles in society | Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people | |

This syllabus takes into account changes to the EYFS, incorporating the EYFS Framework (2020/2021) and Development Matters 2021. Plan from the Framework and apply the RE units accordingly.

Planning for SEND and Sixth form

The SEND section suggests strategies and adaptations that can be used to make RE more accessible to pupils with SEND in mainstream schools and special schools. The local agreed syllabus will need to be adapted to suit the needs and abilities of pupils.

The model for engagement in the sixth form (KS5) now includes medium-term planning for a unit of work in each pathway. It also offers links to exemplar planning from the Big Ideas project.

Two packages of additional resources

You can choose to buy either or both or write your own resources.

1. The RE Planning Folder

A revised version of the present 'Hub' which includes all the schemes of work.

One-off subscription for five years £220

2. Full Additional Resources

Complete set of PowerPoints for every core lesson plus knowledge organisers

One off subscription for five years £280

Resource 1: Planning

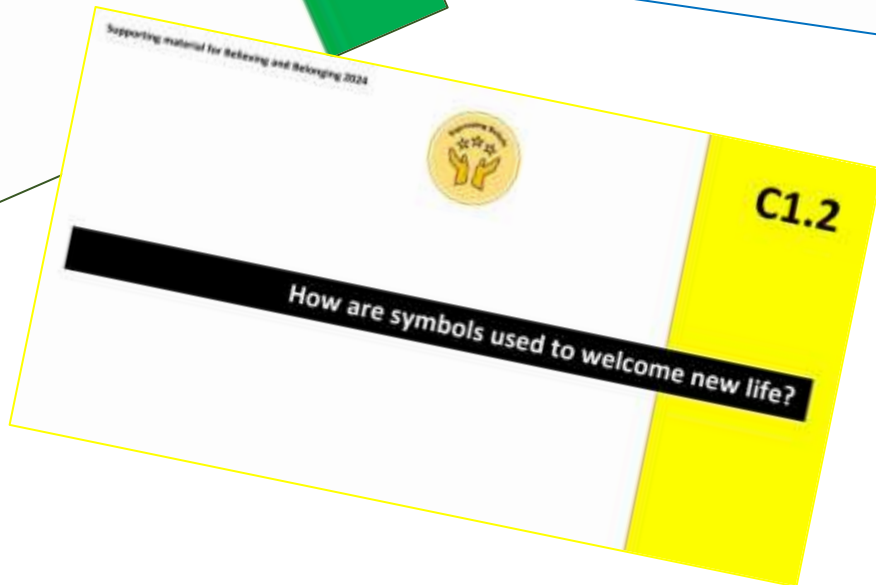
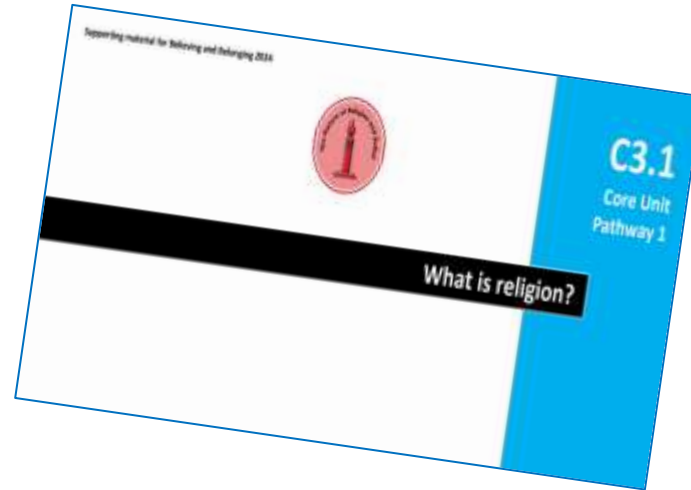
The Revised RE Planning Folder contains detailed planning for both core and focus units.

- Includes over 60 detailed units of work
- Mapped to the syllabus content requirements and assessment
- Other resources and guidance

These can be used 'off the peg' – but better still, used as a basis for your own broad and balanced RE curriculum.

You need to edit to match the needs of your school.

Sample units of work can be found in the Dropbox folder



Resource 1. Subscriptions to planning

A 5-year subscription for the planning is £220 – one sub for whole 5 years

1. Sign on and set up an account at <http://kirkleesbusinesssolutions.uk/>
2. You will receive an email with an initial (changeable) password.
3. If you have any queries please contact the support team at business.solutions@kirklees.gov.uk , or telephone 01484 414708.
4. Your school will be invoiced by Kirklees Business Solutions.

There are additional optional resources (PowerPoints etc) with a different subscription

Resource 2: Full lesson materials

These are optional additions which include:

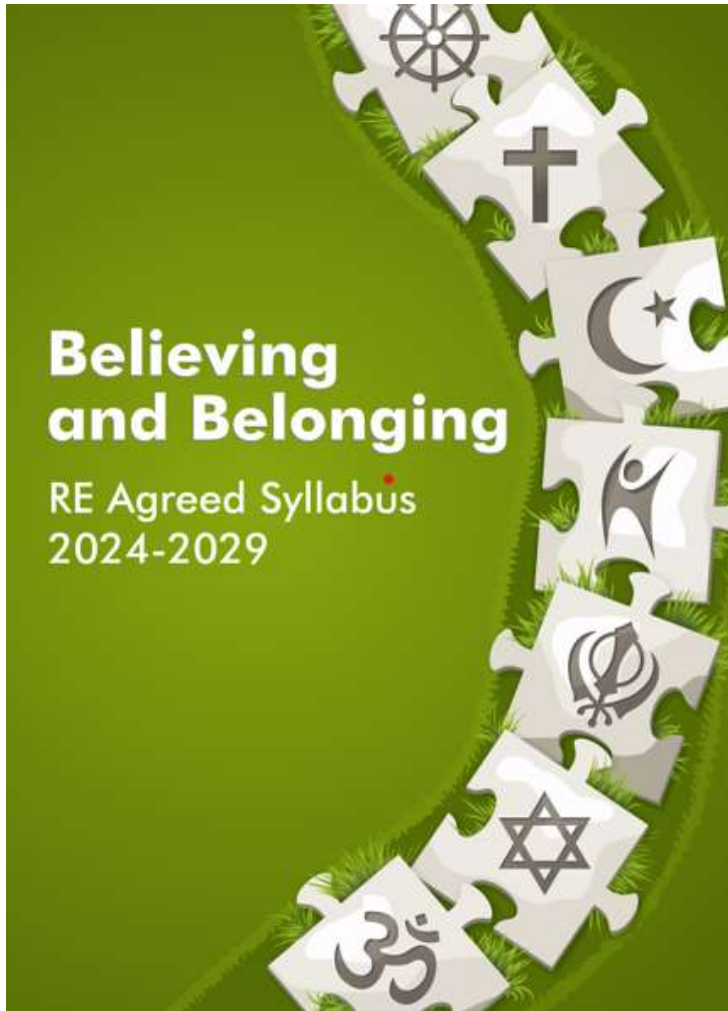
- A complete, editable PowerPoint for every core lesson
- Includes guidance to teachers, activities, quizzes
- A knowledge organiser for each core unit
- Termly webinars to support planning and delivery

Tailored to this syllabus – not a general one-size-fits-all
No annual subscription, just a one-off fee for five years.#

Normal fee £500 per phase – but big offers available – just ask
enquiries@penninelearning.com.

Samples at www.penninelearning.com





For information about the syllabus contact
enquiries@penninelearning.com

For information about the RE Planning Folder and Kirklees
Business Solutions contact
Business.solutions@kirklees.gov.uk

For information about the detailed lesson resources contact
enquiries@penninelearning.com

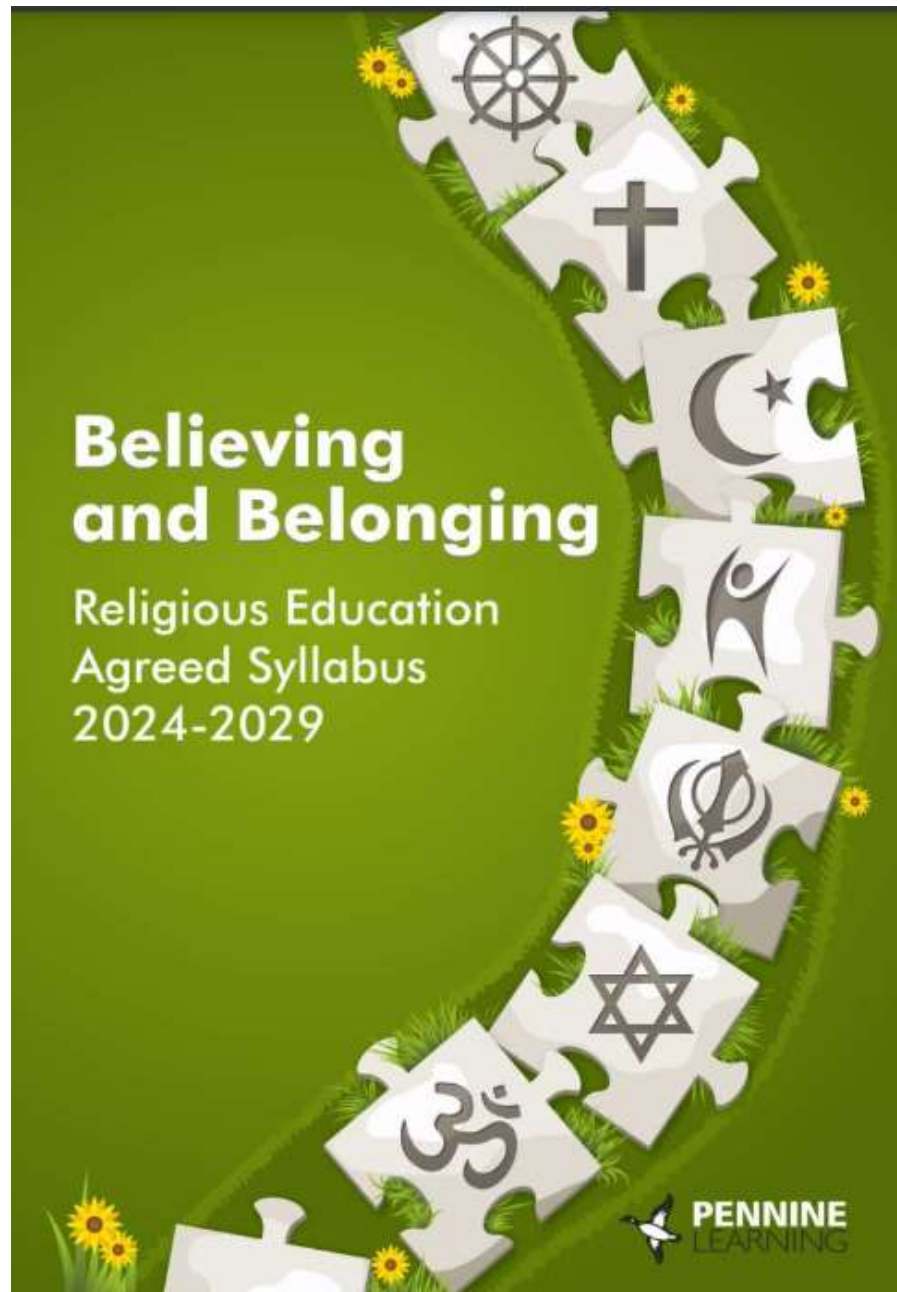
For general help and advice please contact your local adviser.

Training resources

<https://tinyurl.com/2592x76u>

Other resources from the syllabus launches are available in this Dropbox folder.





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