

### What has changed in the revised Agreed Syllabus:

1. The first significant change is the introduction of **statutory core units** in all phases. In order to help teachers know what progression, rigor and challenge look like in RE it has been decided by the teachers and SACRE to have common units of work, with a key question as a title. This allows for RE coordinators to bring work produced by pupils for moderation and agree standards that are common across the whole county. It also allows SACRE to carry out its statutory duty to monitor and report to the DFE on standards of RE. These along with the specific number of school designed units are stipulated for each year group. The religions that are studied in the core units have been specified so that all schools are operating on the same question with the same religions. Prior to this syllabus, teachers could choose which religions they studied at KS1 alongside Christianity and it made it very difficult for schools to build upon knowledge and understanding in the subsequent stages. The following religions and questions constitute the statutory core units that each phase have to cover.

In Cambridgeshire, the requirements for religions and beliefs to be studied are:

- EYFS Christianity and other religions or belief systems represented in the school and local area;
- KS1 **Christianity + 1 religion** (4 core units on Christianity and 2 on Sikhism plus 6 school-designed units);
- Lower Key Stage 2 **Christianity + Judaism and Islam** (4 core units on Christianity and 1 on Judaism, 1 on Islam plus 6 school-designed units);
- Upper Key Stage 2 **Christianity + Hinduism and Buddhism** (4 core units on Christianity, 1 on Hinduism and 1 on Buddhism plus 6 school-designed units);
- KS3 **Christianity + revisit the other major faiths.** (3 core units on Christianity + 3 inter-faith units that promote respect and understanding of many faiths and none, drawing especially upon those represented in the school, plus 12 school-designed units);
- 14-19 Christianity plus one other religion selected by the school or a nationally accredited qualification such as GCSE Short or Full Course with a focus on Christianity and reference to at least one other religion.

## Foundation Stage/Reception Year: Core Units

- **Ourselves, our families and our communities:**  
Where do we belong?
- **Celebrations and Special times:**  
What happens at a festival?
- **Celebrations and Special times:**  
What happens at a wedding or when a baby is born?
- **Special books**  
What can we learn from stories from different religions?

## Key Stage 1 - Core and School-Designed Units:

- **The Family in Christianity:**  
What difference does belonging to a faith make to a family?
- **Places in Christianity:**  
What makes a church a special place for Christian people?
- **People in Christianity:**  
Who was Jesus? A great leader and teacher?
- **Celebrations:**  
Why is Christmas important to Christians?
- **Stories and Symbols:**  
How do the stories from the gurus and seva affect Sikh children?
- **Self and Community:**  
How does the Khalsa influence the lives of Sikh families?

plus

- **6 School-Designed Units for RE (of which 50% must have a focus upon Christianity, though not exclusively).**

## Key Stage 2 - Core and School-Designed Units:

### Lower Key Stage 2 ( Years 3 and 4)

- **Judaism:**  
What do Jews mean by being part of God's family?
- **Islam:**  
Why is prayer important to Muslims and others?
- **The Church Year:**  
Is Easter a festival of new life or sacrifice?
- **Christianity:**  
What do people believe about the creation of our world?
- **Church People:**  
Who are the 'Saints of God' and why are they important?  
(links to the church calendar)
- **Christian Worship:**  
How and why are Churches different?

plus

- **6 School-Designed Units for RE (of which 50% must have a focus upon Christianity, though not exclusively).**

### Upper Key Stage 2 ( Years 5 and 6)

- **Hinduism:**  
What can stories and images of deities tell us about Hindu beliefs?
- **Buddhism:**  
What does it mean to be a Buddhist? Can all be enlightened?
- **Jesus:**  
Who do people say I am? (Jesus through art)
- **Christian and Judaism:**  
Is religion what you say or what you do?
- **Christians in Other Parts of the World:**  
What is it like to be a Christian in Velore?
- **Beliefs and Actions in the World:**  
What key beliefs influence people's faith and how do people of faith live out their lives?

plus

- **6 School-Designed Units for RE (of which 50% must have a focus upon Christianity, though not exclusively).**

### **Key Stage 3 - Core and School-Designed Units:**

- **Christianity:**  
What is meant by the Bible being the 'Word of God'?
- **Christianity, Judaism and Islam:**  
What does it mean to say that 'God is one'?
- **Christianity and Buddhism:**  
To what extent do humans bring suffering into the world?
- **Christianity and Islam:**  
What is truth?
- **Christianity, Hinduism and Humanism:**  
Is this world all there is?
- **Christianity, Judaism and Islam:**  
How diverse are we?
- **Multi-Faith:**  
Is it possible to live in a prejudice-free society?
- **Sikhism:**  
How important is belief in equality to Sikhs and others?
- **Judaism:**  
Is it possible to know what is right?

plus

- **9 School-Designed Units for RE (of which 50% must have a focus upon Christianity, though not exclusively).**

## **Study at KS4 :**

**The requirements of the syllabus are met where pupils take a GCSE course in Religious Studies (or equivalent) from a national awarding body where Christianity and one other religion are studied.**

Any pupil following one of the nationally accredited courses below is deemed to have met the requirements of the Agreed Syllabus:

- A GCSE (full course) in Religious Studies course which is based on the study of Christianity and at least one other major religion;
- A GCSE (short course) in Religious Studies which is based on the study of Christianity and at least one other major religion;
- A CoEA (Certificate of Educational Achievement) in Religious Education, which is based on the study of Christianity and at least one other major religion.
- ASDAN

## **KS5 16-19 Provision**

**There are 10 suggested topics with questions in the syllabus. Over a total of 15 hours in the key stage, students should cover two of these topic areas.**

Religion in Film and Media; The Ethics of Birth and Death; Good and Evil; Science and Faith; God, Ethics and Sexuality; Inter-Faith Issues; Adult Spirituality; Who Needs God in the 21st Century? Global Conflict; Rage or Despair?

2. The second significant change is that **enquiry based learning** is being promoted. There is a move away from just learning factual content about religions but using the pedagogical approach of enquiry based learning. This develops personalized learning thinking skills, key questioning skills and encourages pupil voice in their learning. There is a key community of enquiry question to each of the units of work but schools will have the right to develop different ways into enquiry based learning to suit their children. The syllabus also encourages schools to adopt a similar approach to the development of their own schools designed units.
3. The third change is related to **assessment** . SACRE will request assessment data as an evidence base from schools to report on progress to the DfE. Schools will be invited to submit their teacher assessment levels at the end of each key stage to SACRE for the purposes of producing the statutory annual

report for the local authority and the DfE. It is recognized that the DfE have said they may remove levels in the future but until something else is produced for national curriculum subject it has been decided to use the existing levels that allows teachers to demonstrate progress in a subject.

4. The fourth change is at KS4. In order that students at 16 years old broaden their knowledge and understanding about religions the fourth change is to stipulate that all students following a **GCSE course** must study from a Christian and **one other religion's** perspective.
5. The fifth change is at KS5. 16-19 years olds must **choose two topics** There are 10 suggested topics with questions in the syllabus. Over a total of 15 hours in the key stage, students should cover two of these topic areas. This core entitlement for all students is seen in this Agreed Syllabus as an enrichment of curriculum studies.