Section 2  How do we organise Teaching & Learning?

Section 2 Part B

Content, Time Allocations & Reporting in the Key Stages

Introduction to Content Overviews:

- Essential Elements of Faith/Belief
- Organising the Essential Content
- Essential Content Overviews
- Additional Support for Planning

Progressive essential content overviews

(See Section 2 Part B doc 2)

In:

- Buddhism
- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Other Beliefs/Worldviews
**Religious Education in Cheshire East**

**Content, Time Allocations & Reporting in the Key Stages**

**Which religions do I teach in which year group?**
This syllabus has been designed to give maximum flexibility for schools to plan and organise religious education in the light of their own circumstances and the character of their local community.

Schools are free to plan and teach discrete religious education weekly. It can also be taught in blocks of time or organised to link in with other curriculum areas as appropriate. Cross religious themes or a pure study of areas within an individual religion/worldview can be taught.

Teachers can choose to study the following **statutorily** required religions (see below) in **any order** in termly or half termly blocks as long as over the two year groups the **following balance of religions is taught. Required religions can be combined and taught in themes e.g. God.**

**NB Schools should organise their programme of study against the following requirements:**

<table>
<thead>
<tr>
<th>Reception: (3 terms)</th>
<th>Key Stage 1: Year 1 &amp; Year 2 (6 terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Christianity</td>
<td>- Christianity 4.5 terms or equivalent</td>
</tr>
<tr>
<td></td>
<td>- Judaism 1 term or equivalent</td>
</tr>
<tr>
<td></td>
<td>- Free choice of enquiry 0.5 term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Stage 2 Year 3 &amp; Year 4 (6 terms)</th>
<th>Key Stage 2 Year 5 and Year 6 (6 terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Christianity 3 terms or equivalent</td>
<td>- Christianity 3 terms or equivalent</td>
</tr>
<tr>
<td>- Islam 1.5 terms or equivalent</td>
<td>- Islam 1 term or equivalent</td>
</tr>
<tr>
<td>- Judaism 1 term or equivalent</td>
<td>- Hinduism 1 term or equivalent</td>
</tr>
<tr>
<td>- Free choice of enquiry 0.5 term</td>
<td>- Free choice of enquiry 1 term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Stage 3 Year 7,8,9 (9 terms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Christianity 3 terms or equivalent</td>
</tr>
<tr>
<td>- Buddhism; Hinduism; Islam; Judaism; Sikhism each for 1 term or equivalent</td>
</tr>
<tr>
<td>- Ethical Issues within a religious/non-religious worldview 1 term</td>
</tr>
</tbody>
</table>

**Key Stage 4**
Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination groups should study spiritual, moral and ethical questions such as: Is there life after death? Is there ever a just war? How important is marriage? What is prejudice and discrimination? These should be studied within the context of **at least two world religions.** *

**Key Stage 5**
Schools following external courses are deemed to be meeting the requirements of the Agreed Syllabus. Non examination groups should study at least two of the following topics within the context of two religions: Science as religion, Philosophy, Economic Philosophy, Afterlife, Interfaith Problems; Israel and Terrorism, Neo Conservatism, Sexuality, Ethics, Popular Culture and Religion, Religion in the 21st Century, World Religions, eg Baha’i, Humanism, Jainism.

*NB Whilst acknowledging schools enter pupils early for GCSE it is recommended that GCSE courses are not begun in Year 9, as this impoverishes the KS3 curriculum and adversely affects pupils’ chances of success. Most students lack the emotional and intellectual maturity to tackle ethical issues.*
Religious Education in Cheshire East

A free choice of enquiry has been built into the curriculum plan within Key Stages 1 and 2. This gives flexibility for schools to choose their own area of study eg Sikhism, Buddhism or a cross religious theme.

It is expected that during all Key Stages, a secular world view will be taught as appropriate through the RE curriculum, e.g. through topics on creation or God. Where there are other communities with a significant local presence, e.g. Humanists, Jehovah’s Witness, Mormons, Baha’i Faith, pupils may study aspects of these communities.

See Handbook Part 2 for example planning units.

Time Allocations

The requirements of the syllabus cannot be fulfilled unless 5% of curriculum time is allocated to the teaching of Religious Education. It is expected that by the end of the summer term, foundation stage classes will be moving towards the statutory requirement for Key Stage 1.

- In Key Stage 1 the requirement is for 36 hours per year.
- In Key Stage 2 the requirement is for 45 hours per year.
- In Key Stage 3 the requirement is for 45 hours per year.
- In Key Stage 4 the requirement is for 40 hours per year.

Reporting

Teachers should report on pupil’s progression in religious education at least once a year. At the end of Key Stages 1, 2 and 3 teachers should report to parents on pupil achievement. At the end of Key Stages 4 and 5 teachers should report against the end of Key Stage descriptions.
Introduction to Content Overviews

Essential Elements of Faith/Belief

The following elements of faith/belief have been used within this syllabus to help organise the essential content for each religion/worldview. The advantage of identifying these elements of faith is that they ensure that pupils appreciate and cover the breadth and depth of a religious faith/non-religious worldview.

- **Beliefs & Teachings** - exploring the teachings, texts and authorities in a particular religion. This area will also involve exploring how religions express an understanding of meaning, purpose and truth and how they answer ultimate questions which face humanity. These include the existence of God and the nature of being human. They should also include pupils’ own questions.

- **Practices and Ways of life** - examining the impact of religion on how people live their lives. This will also explore how religions express meaning, appreciating that beliefs are expressed in various forms, e.g. writing, silence, art, music, dress, dance, ritual and food.

- **Identity, Diversity and Belonging** - understanding how individuals develop a sense of identity and belonging through their faith and how this may differ within and between religions.

- **Values** - understanding how a commitment to moral values and a sense of obligation can come from religious and non-religious worldviews.

- **Concepts** – studying concepts that are generic to human life; common religious concepts across a numbers of religions and religious concepts that are specific to a religion.
Organising the Essential Content

Alongside the essential elements of faith/belief, the following six areas and big questions will be used to loosely organise content within content overviews. Specific content, although placed under one area/question will overlap into more than one area during the teaching process.

1. **God, the world and self**
   - What is my image of God, the world and humanity?
   - Image of God; Why God is/isn’t important
   - Relating to God. Ideas of self
   - God speaking through a sacred text

6. **Belonging**
   - What does it mean to belong to a faith community/non-religious community?
     - Worship; ritual; buildings; food
     - Laws; celebrations; beliefs
     - Clothing; basic beliefs; pilgrimage

5. **Faith/secular worldview in the wider world**
   - How does my faith/secular worldview relate to the wider world?
     - Environment; Ethics; art
     - Ultimate questions; Media
     - Rights and responsibilities

2. **Authority**
   - Who/what do I follow? Why do I follow xxx?
   - What does my sacred text/holy book say about...?
   - Stories of xxx (leader/founder)
   - Teaching of...xxx  Example of ....xxx

3. **Personal belief**
   - How might my beliefs affect my thoughts and actions? Values; codes for living; morals; good and evil;

4. **Marking life’s journey**
   - How does my religion or belief help me through stages of life?
     - Rites of passage: birth; coming of age; death; weddings;
     - Life and death
Essential Content Overviews

Each of the six major world religions, Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism has content overviews matched to the content requirements for the relevant year groups found in Section 2 Part A Page 24. Some content has been suggested, should schools have time and opportunity, to study other religions/worldviews apart from the designated ones. For example, as in Years 5 & 6 where schools are given free choice for a term of which religion(s)/worldview they study.

The content overviews become more challenging and detailed as the units progress. The content in each overview is organised around the elements of faith and six areas and questions found on the previous two pages.

Content found in units 4 and 5 can be used as a basis for extension tasks within Key Stages 4 and 5. Schools following external courses do not need to use content within these units.

There are also two additional content overviews one for secular world views and one for the Baha’i faith. Teachers may like to select content from these exemplar content overviews, but they will need to make the content in these units age appropriate.

Additional Support for Planning

Enquiry Questions

For each essential content overview there are some suggested enquiry questions that can be used in planning. It is expected that teachers will use more than one of these suggested questions in each unit of planned work by studying a theme within one religion/worldview or a cross religious theme. See Handbook Section 2 Planning Tools.

NB Teachers are free to adapt or change the questions to suit pupils in their class as long as the essential content in the content overviews is covered.

Concept definitions for world religions and non-religious worldviews

A set of concept definitions for all faiths and secular worldviews have been included in the handbook to support teachers planning. It is expected that as teachers plan units of work for pupils they will consider which theological concepts underpin all the content they teach. This will ensure pupils’ studies are firmly rooted in the big ideas that underpin religious/non-religious worldviews. See Handbook Section 2.

NB Further support for planning can be found in Handbook Section 2 Planning Tools, including enquiry questions for each year group, medium term planning exemplars and advice on how to adapt this syllabus and write a school scheme of work.