

Intended Impact and Outcomes



This professional development will enable participants to:

- understand the **intent** behind the new Cumbrian Locally Agreed Syllabus for RE
- consider how the new Cumbrian Locally Agreed Syllabus can be **implemented** in your setting
- create an **action plan** to ensure the new Cumbrian Locally Agreed Syllabus **impacts** the religious literacy of the pupils in your school



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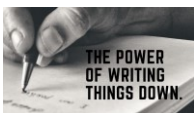
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Session outline



- What are some key building blocks?
- Introducing the intent behind the new syllabus
- What is a disciplinary approach?
- Creating an action plan



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Some key building blocks



1. What does SACRE stand for?
2. What is SACRE's role?
3. Where does RE fit with the National Curriculum?
4. How often is the Agreed syllabus reviewed?
5. What is the statutory basis for the Cumbrian Agreed Syllabus?
6. Why should we change our Agreed Syllabus this time?
7. Why have a year of implementation?
8. Which religions and worldviews should be studied?
9. What is the different between a 'religion' and a 'worldview'?
10. What are the minimum time requirements for core RE?



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Some key building blocks



1. What does SACRE stand for?

Standing Advisory Council on
Religious Education

2. What is SACRE's role?

- Advise the LA on RE and Collective Worship for community schools
- Require the LA to review the Agreed Syllabus
- Collective Worship determinations
- Publish an annual report for the DfE and NASACRE

3. Where does RE fit into the National Curriculum?

- No National Curriculum
- Set Locally not nationally
- Compulsory
- All **maintained** schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE

4. How often is the Agreed Syllabus reviewed?

- Every 5 years
- This process can take up to 2 years (or more)



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Some key building blocks



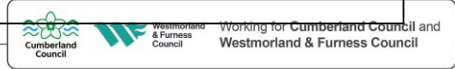
5. What is the statutory basis of the Cumbrian Agreed Syllabus?

- Statutory for community, foundation or Voluntary Controlled (VC) schools **without** a religious character;
- Statutory for foundation and voluntary controlled schools (VC) **with** a religious character, unless parents request RE in accordance with the trust deed of the school;
- Voluntary aided (VA) schools, RE must be taught in accordance with the trust deed;
- Academies and Free Schools develop their own syllabus according to their funding agreement **but are welcome to use this syllabus**

2. Why should we change our Agreed Syllabus this time?



[Legal Requirements for Religious Education in the UK | NATRE](#)



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Some key building blocks



1. What does SACRE stand for? ✓
2. What is SACRE's role? ✓
3. Where does RE fit with the National Curriculum? ✓
4. How often is the Agreed syllabus reviewed? ✓
5. What is the statutory basis for the Cumbrian Agreed Syllabus? ✓
6. **Why should we change our Agreed Syllabus this time?**
7. **Why have a year of implementation?**
8. **What religions and worldviews should be studied?**
9. **What is the different between a 'religion' and a 'worldview'?**
10. **What are the minimum time requirements for core RE?**



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7. Why do we need a year of implementation from Sept 2023 to Sept 2024?

workload

resources

leadership

learning

Curriculum design

Whole school or department

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8. Which religions and worldviews should be studied?

Abrahamic religions of:

- Judaism** (Photo of woman, Star of David symbol)
- Christianity** (Photo of woman, Cross symbol)
- Islam** (Photo of man, Crescent and Star symbol)

Dharmic religions of:

- Hindu Dharma** (Photo of woman, Om symbol)
- Buddhism** (Photo of man, Wheel of Dharma symbol)
- Sikhi** (Photo of man, Khanda symbol)

Examples of other global religions and non-religious worldviews with a local or topical presence

- Bahá'í** (Photo of woman, Green starburst symbol)
- Humanism** (Photo of man, Blue circle with figure symbol)

E.g. Pagan, Zoroastrian, Jainism

Afforded equal respect

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8. Which religions and worldviews should be studied?



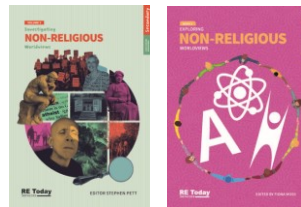
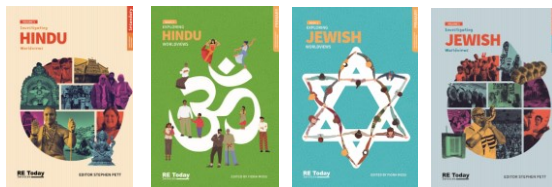
Some example resources...



Gill Vaisey's Belonging and Believing series



Cumbria Virtual Voices Project



RE Today new series



8. Which religions and worldviews should be studied?



Understanding Christianity



Are you a community school? Receive subsidised training!

Find out more

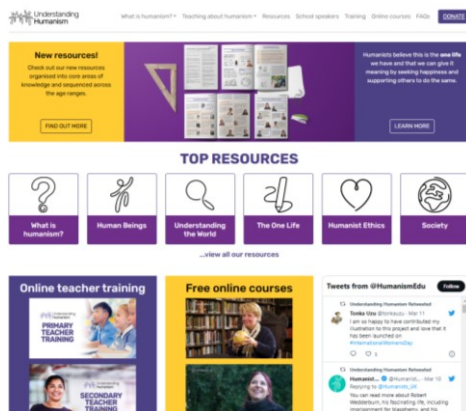
laura.watson@carlisle-diocese.org.uk



8. Which religions and worldviews should be studied?



Understanding Humanism – a non-religious worldview



Do you cover Humanism in your current RE scheme of work?

jane-cumbriasacre@outlook.com



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9. What is the difference between a religion and a worldview?



World religions approach

Worldviews approach



Icons with kind permission of Gill Vaisey, [Books at Press](#)

A worldviews approach recognises the **'messiness'** of personal worldviews. It also recognises the diversity between shared (institutional or organisational) worldviews.

Worldviews can be religious and non-religious.

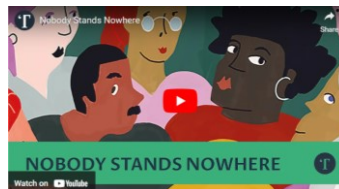


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9. What is the difference between a religion and a worldview?

“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.” CoRE Report



“Worldview’ describes the way in which a person encounters, interprets, understands and engages with the world’ Draft Handbook on Religion and Worldviews



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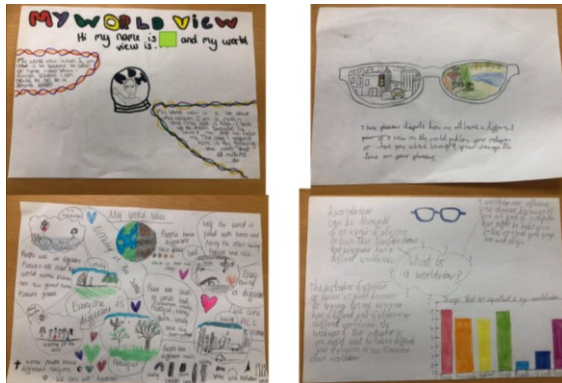
9. What is the difference between a religion and a worldview?

What is your view of the world?

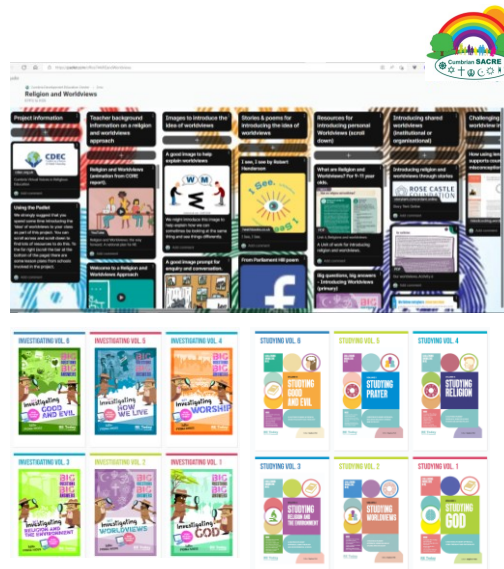


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What is a worldview?



My personal worldview – examples of learning from Y7 at William Howard School



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10. What are the minimum time requirements for Core RE?



- EYFS – all children in Reception. Statutory requirement **does not** extend to nursery classes
- KS1/KS2/KS3 – **equivalent of minimum** of one hour per week*
- KS4 – 36 hours across the Key Stage through **regular** timetabled lessons by **specialist** teachers where possible
- KS5 – 15 hours across the Key Stage

Students taking GCSE and A Level Students taking full course GCSE or A Level RS or an appropriate Philosophy course will require considerably more time than this minimum requirement.

*Collective Worship is not part of the taught curriculum and is not part of the recommended time for teaching RE.

*For Church of England Schools please refer to the Church of England Statement of Entitlement about curriculum balance



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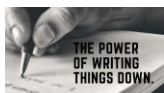
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Some key building blocks



1. What does SACRE stand for? ✓
2. What is SACRE's role? ✓
3. Where does RE fit with the National Curriculum? ✓
4. How often is the Agreed syllabus reviewed? ✓
5. What is the statutory basis for the Cumbrian Agreed Syllabus? ✓
6. Why should we change our Agreed Syllabus this time? ✓
7. Why have a year of implementation? ✓
8. Which religions are (generally) regarded as the 6 principle faith groups? ✓
9. What is the different between a 'religion' and a 'worldview'? ✓
10. What are the minimum time requirements for core RE? ✓

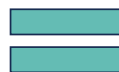
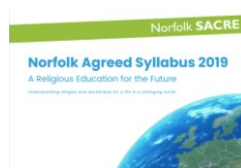
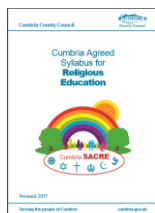


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What is the purpose and aims of the new syllabus?

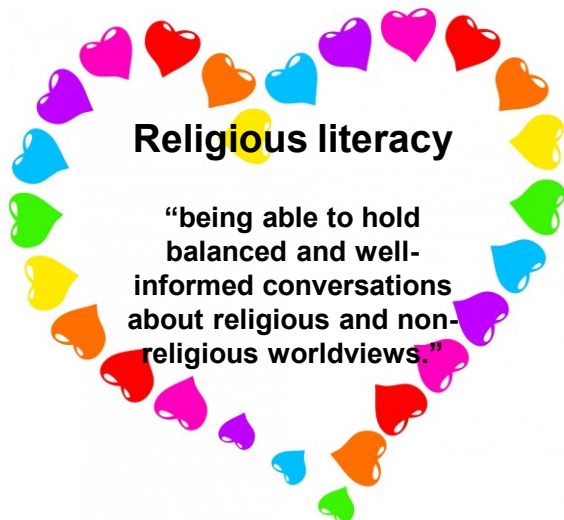


- Facilitate academic engagement
- Develop knowledge and understanding
- Express ideas and insight
- Develop religious literacy
- Be driven through a disciplinary approach



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What is at the heart of the new syllabus?



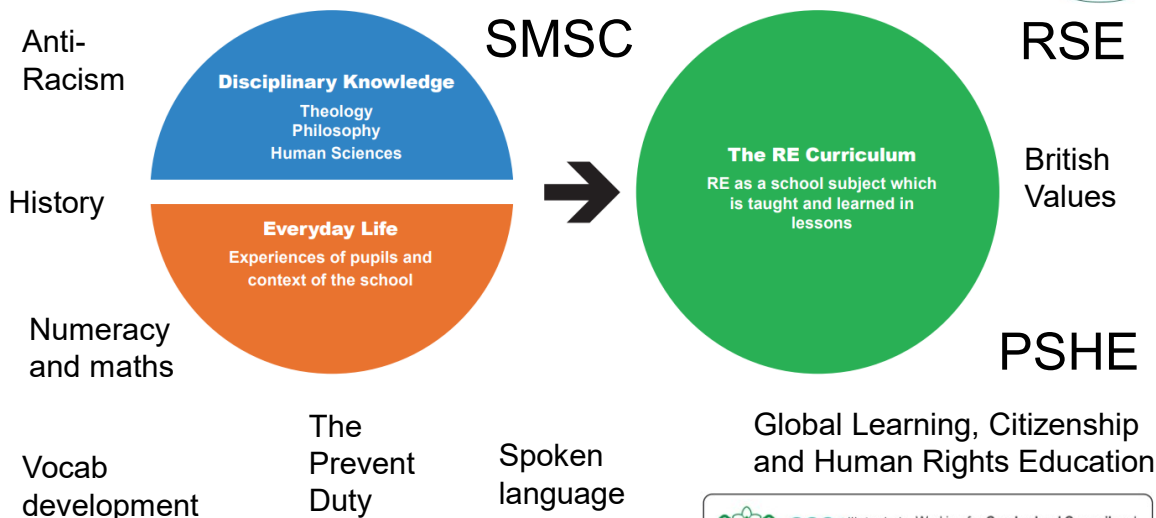
Pupils should be able to reflect on their own worldview.



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The RE Curriculum

Reading and writing



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A disciplinary approach



An effective RE curriculum will balance these three disciplinary approaches in order for pupils to become more religiously literate.

Cumbrian SACRE - Serving the schools in Cumberland and across Westmorland & Furness

Religious Education for the Future
Understanding religion and worldviews for life in a changing world

Cumbrian Agreed Syllabus for RE 2023

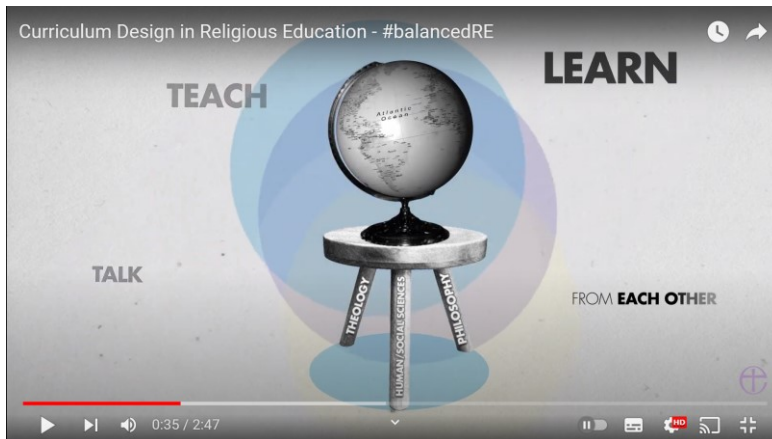


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A disciplinary approach



[Curriculum Design in Religious Education - #balancedRE - YouTube](#)



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What are the 'research methods' for each discipline?



Theology	Philosophy	Human Sciences
<p>We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like researchers and to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.</p>	<p>We have called this thinking through thinking. It is about asking big questions that thinkers would ask. It requires pupils to think like philosophers and to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of reality, knowledge, existence, and morality.</p>	<p>We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human or social scientists to look at concepts through a human science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>
<p>Examples of curriculum approaches include: Exploration and interpretation of texts, traditions, concepts and stories e.g. Cumbria SACRE Buried Treasure Project Use of film, images, artefacts, rituals and text books Visits to places of worship and other places of interest either virtually or in-person. Visits from religious leaders and faith representatives Independent and/or class research. Sensory and creative experiences.</p>	<p>Examples of curriculum approaches include: Community of Enquiry - Philosophy for Children (P4C), including reasoning and meaning making exercises Discussions and debate. Encountering and exploring the thinking of religious and non-religious philosophers through books, video or independent/class research (KS2+). Engaging with different views about the nature of knowledge, meaning and existence. Introducing ethical theory (KS2+). Encountering and exploring theories of knowledge, philosophy of religion & ethical theory from different religious and non-religious perspectives (KS3+).</p>	<p>Examples of curriculum approaches include: Independent and/or class research Visits to places of interest either virtually or in-person. Encountering visitors with lived experience of religious and non-religious worldviews e.g. Cumbria Virtual Voices in Religious Education (VVRE) Project Engaging with public research around religion and worldviews e.g. Census 2021, Cumbria secondary Student Census on religion and worldviews. Video case studies showing local and global diversity in the study of religious or non-religious worldviews.</p>

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What are the 'research methods' for each discipline?



Writing stories	Interviews	Community of Enquiry	Investigating texts	Games for learning	Carrying out a survey
Interpretation of texts	Visit to place of worship	Sensory experiences	Virtual Voices in Religious Education (VVRE)	Use of objects	Exploring poetry
debating	Role play	?	School speaker	Visit to a Place of Interest (e.g. museum)	Persona Dolls
discussion	Philosophy for Children (P4C)	Independent research	Asking questions	Exploring religious texts	Interviews
Observing ritual	Using photos	Hearing stories	Use of film	Contemplative activities	?
?	Exploring quotes on a theme or a particular worldview	Cumbria SACRE Buried Treasure Project	Case study on a theme	Exploring concepts or 'big ideas'	Exploring NATRE Spirited Arts images

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What are the 'research methods' for each discipline?



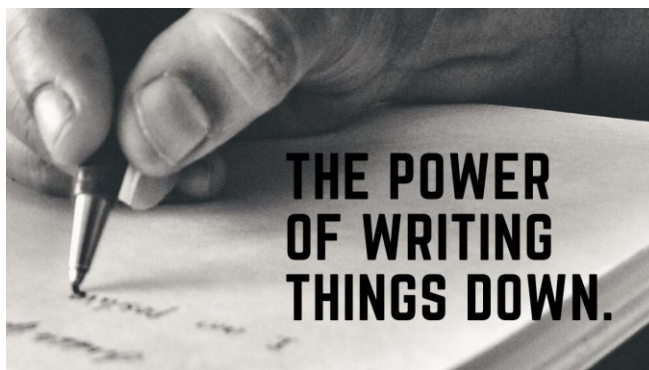
?	Interviews	Community of enquiry	Investigating texts	?	Carrying out a survey
Interpretation of texts	Visit to place of worship	Sensory experiences	Virtual Voices in Religious Education (VVRE)	Handling religious objects	Exploring poetry
debating	Drama and role play	I see, I think, I wonder	School speaker	Visit to a Place of Interest (e.g. museum)	Persona Dolls
discussion	Philosophy for Children (P4C)	Independent research	Asking big questions	Exploring religious texts	Interviews
Observing ritual	Using photos	Exploring statistics	Use of film	Contemplative activities	?
?	Exploring quotes on a theme or a particular worldview	Cumbria SACRE Buried Treasure Project	Case study on a theme	Exploring concepts or 'big ideas'	Exploring NATRE Spirited Arts images

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Action planning?



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How can we design a progressive, coherent and balanced curriculum for Key Stage 1, 2 and 3?



Step One: Which religions and worldviews?

- Check the requirements in this syllabus for each Key Stage.
- Having liaised with other Key Stages, agree as a school which religions and worldviews you will explore. Ensure you have a clear rationale and that you have taken account of your school context and the appropriate weighting for each religion or worldview.

Step Two: Which core questions?

For each Key Stage this syllabus offers suggested core questions.

- Each question draws on one of the 3 disciplinary approaches.
- Choosing a spread of questions from each disciplinary approach will ensure balance across the Key Stage phase.
- You can create your own questions, which should use one of the disciplines as a driver.
- Depending on whether your curriculum plan changes half termly or termly we recommend that you choose between 3-6 questions to explore per year.

Step Three: How to ensure continuity and progression?

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

Step Four: What core knowledge and which end of Key Stage expectations?

- Once you have decided upon your core questions, you need to shape the learning by using the core knowledge.
- For each core question consider the relevant core knowledge and the non-statutory assessment framework (or your school's assessment criteria) in order to create learning outcomes for this core question. This will ensure the learning is planned at an appropriate standard.
- Clearly delineate between the core knowledge which will form the basis of assessment and other elements of core knowledge which may be encountered in the learning process but may not be assessed.

Step Five: Check for balance

- Ensure you have a balance of disciplinary approaches. Are you enabling pupils to meet the end of Key Stage expectations?

Step Six: How to create your scheme of learning?

- Use the core question, learning outcomes and core knowledge to create a series of lessons that enable pupils to be able to meet the outcomes, and contribute to them meeting end of Key Stage expectations if appropriate.
- Ensure you will provide opportunities for pupils to explore their own worldviews within each scheme of learning.



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Step One: Which religion and worldviews?



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Step One: Which religion and worldviews?



Foundation Stage	As a preparation for the disciplinary approach, pupils begin to explore religion and worldviews in terms of special people, times, places, books and objects. Pupils explore religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.		
KS1	Christianity	One other Abrahamic or Dharmic global religion	Knowledge of aspects of other global religions and non-religious worldviews
KS2	Christianity	The same Abrahamic or Dharmic global religion as in KS1 Another global religion from a different tradition (Abrahamic or Dharmic).	Knowledge of aspects of non-religious worldviews and global religions, especially those with a local or topical presence.
KS3	Christianity	At least one global religion from each of the Abrahamic and Dharmic traditions, and a non-religious worldview. This may be best achieved through a conceptual approach and a spiral curriculum.	Knowledge of aspects of other religions and non-religious worldviews, especially those with a local or topical presence.
KS4	Christianity	At least one other global religion and a non-religious worldview - or several religious and non-religious worldviews from a conceptual perspective. All students should have access to a core RE curriculum of religious, ethical and philosophical topics taught through regular timetabled lessons for a minimum of 36 hours across the Key Stage provided by (where possible) specialist teachers .	A GCSE Religious Studies course is also encouraged as an option.
KS5	All students should have access to a study of religious, ethical and philosophical topics through a choice of timetabled lessons, enrichment activities, group projects, field trips or day conferences. This must be a minimum of 15 hours across the Key Stage.		An AS or A Level Religious Studies or an appropriate Philosophy course is encouraged as an option.

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Step One: Which religion and worldviews?



Religious Literacy as an important life skill:

Pupils are encouraged to explore how religious and non-religious worldviews relate to each other, recognising diversity within and between personal and organised worldviews. This will enable pupils to reflect on the significance of interfaith dialogue and the important contribution this can make to combatting prejudice and discrimination, including racist and/or religious hate crime such as Islamophobia and anti-Semitism. Teachers should be role models of inclusivity and acceptance encouraging pupils to be respectful and accepting towards people with different religious or non-religious worldviews to their own.

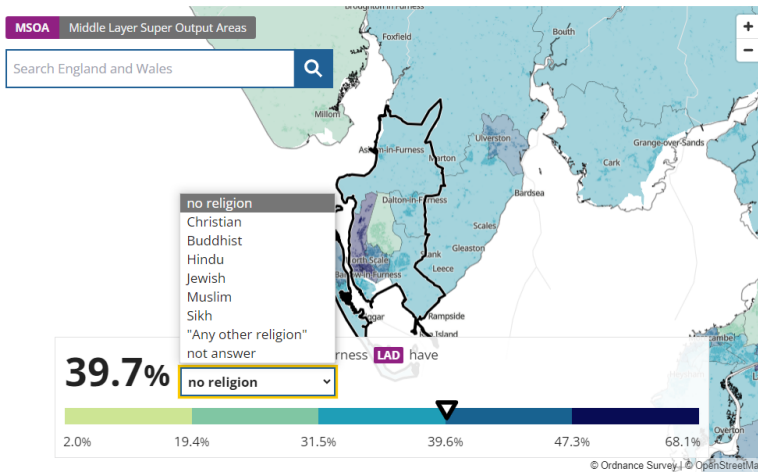
All pupils should be able to reflect upon their own worldview.



Local and topical presence



Figure 2: Religion, 2021, local authorities in England and Wales

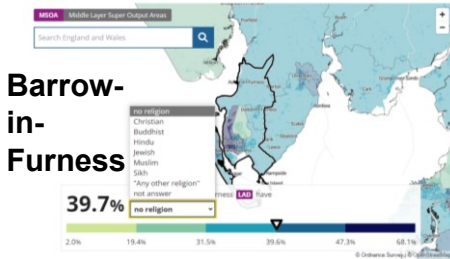


census 2021

Local and topical presence



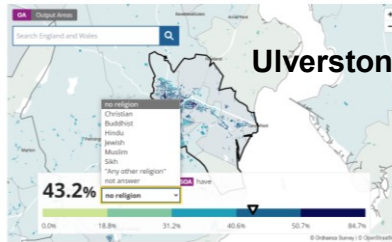
Figure 2: Religion, 2021, local authorities in England and Wales



Barrow-in-Furness

- No religion 40%
- Christian 53%
- Buddhist 0.2%
- Hindu 0.2%
- Jewish 0.2%
- Muslim 0.5%
- Sikh 0.0%
- Any other religion 0.4%
- Not answer 5.8%

Figure 2: Religion, 2021, local authorities in England and Wales



Ulverston

- No religion 43%
- Christian 48%
- Buddhist 2%
- Hindu 0.1%
- Jewish 0.1%
- Muslim 0.3%
- Sikh 0.0%
- Any other religion 0.4%
- Not answer 5.6%

census 2021



[Manjushri Kadampa Meditation Centre](#)

Step Two: Which core questions?



For each Key Stage this syllabus offers suggested core questions.

- Each question draws on one of the 3 disciplinary approaches.
- Choosing a spread of questions from each disciplinary approach will ensure balance across the Key Stage phase.
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Logical continuity and Progression



Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Asking questions such as those suggested on page 12				
1	What do my senses tell me about religion and belief? Christian and Humanist	How might a celebration bring a community together? Christian and Muslim	What things might be precious to many people and why? Christian and Muslim	What might the cross mean to many Christians? Christian	How has the universe come to be? Christian and Humanist
2	Who might be a role model for many people? Christian, Humanist & Muslim	What does the nativity story teach many people? Christian and Muslim	How do some people belong to their faith family? Christian and Muslim	How do some Muslims celebrate Eid? Plan this at the relevant time for Ramadan	Why do people have different views about the idea of God? Christian, Muslim & Humanist
3	How do some people express commitment to a religion or worldview? Hindu, Christian & Humanist	What do many Christians believe about the Holy Trinity? Christian	How do people make moral decisions? Christian, Muslim, Hindu & Humanist	What do many Hindus believe about God? Hindu	What difference might being a Muslim make to daily life? Muslim
4	Where do many religious beliefs come from? Christian, Muslim & Hindu	What do we mean by truth? Is seeing believing? Christian, Humanist, Hindu	How do some religious groups contribute to society and culture? Hindu, Muslim & Christian	Why is there so much diversity of belief within Christianity?	What does sacrifice mean? Humanist, Christian, Muslim
5	Why do some people believe in God and others don't? Multi and Humanist	How has belief in Christianity & Hinduism impacted on music and art through history? Christian and Hindu	What can we learn about the meaning of life from great thinkers? Multi & Humanist	What difference might the resurrection make to many Christians? Christian	How might many Hindus make sense of the world? Hindu



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Logical continuity and progression



Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
6	How and why might religion bring peace and conflict? Christian, Muslim & Hindu	How do many people explain the different types of suffering in the world? Christian & Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Humanist, Christian, & Hindu	Religion and science: conflicting or complementary? Christian, Humanist & Muslim	How do some beliefs shape identity for some people? Muslim & Buddhist (prepare for KS3)
7	Why is God given many names? Christian, Muslim, & Sikh	What does the existence of evil prove? Humanist, Jewish, Christian & Buddhist thinkers	Why is Christianity the way it is? (key events in history, church and state, diversity)	What might it mean to say God became human? Christian	How do Sikhs interact with culture and society? Sikh
8	How might creation narratives shape what it means to be human? Christian, Hindu & Sikh	What are sources of authority for Christians and Muslims? Christian & Muslim	What does it mean to live a 'good life'? Humanist, Buddhist and Christian philosophers	Why is Islam the way it is? Muslim	How do some Christians interact with culture and society? (art, film & music focus)
9	What is religion? A useful category or an outdated concept? Multi religious/worldviews	What is meant by sacredness? Christian, Buddhist & Muslim	Why do people believe in life after death? Christian, Buddhist, Humanist	Is the sanctity of life more important than quality of life? Christian & Muslim	What is reality? Christian, Muslim, Buddhist thinkers



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Three Good Progress Frameworks



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Appendix 3: Non statutory Progression Framework for a worldviews approach
(from the Draft Handbook for Religion and Worldviews in the Classroom by the RE Council 2022)

4-6a	Children begin to use and use the language of religion in worldviews. They explore things of their own lives in which people express an experience using symbols, stories, books and songs. They begin to appreciate, explore, compare, contrast, and evaluate religious experiences, symbols, stories, books and songs and their own experiences of different worldviews.
5-7a	Children gather a rich knowledge of different worldviews, including religions, and learn to live as an individual. They begin to identify what makes each worldview different. They learn to identify what makes each worldview different and how they are similar and different to their own worldview. They begin to identify what makes each worldview different. They learn to identify what makes each worldview different and how they are similar and different to their own worldview.
7-9a	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum. They begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.
9-11a	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum. They begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.
11-14a	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum. They begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.
14-16a	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum. They begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.

Making good progress model 1

Year	6-7	7-9	9-11	11-14	14-16	
6-7	Children begin to use and use the language of religion in worldviews. They explore things of their own lives in which people express an experience using symbols, stories, books and songs. They begin to appreciate, explore, compare, contrast, and evaluate religious experiences, symbols, stories, books and songs and their own experiences of different worldviews.	Children gather a rich knowledge of different worldviews, including religions, and learn to live as an individual. They begin to identify what makes each worldview different. They learn to identify what makes each worldview different and how they are similar and different to their own worldview.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.

Making good progress model 2

Year	6-7	7-9	9-11	11-14	14-16	
6-7	Children begin to use and use the language of religion in worldviews. They explore things of their own lives in which people express an experience using symbols, stories, books and songs. They begin to appreciate, explore, compare, contrast, and evaluate religious experiences, symbols, stories, books and songs and their own experiences of different worldviews.	Children gather a rich knowledge of different worldviews, including religions, and learn to live as an individual. They begin to identify what makes each worldview different. They learn to identify what makes each worldview different and how they are similar and different to their own worldview.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.	Pupils begin to identify what makes a worldview a worldview. They gather, understand and identify a rich knowledge of a range of different worldviews, including those that are not represented in the curriculum.



[Draft Handbook Religion and Worldviews in the Classroom: developing a worldviews approach \(religionseducationcouncil.org.uk\)](http://religionseducationcouncil.org.uk)



Step Four: What core knowledge and which end of Key Stage expectations?



- Once you have decided upon your core questions, you need to shape the learning by using the core knowledge.
- For each core question consider the relevant core knowledge and the non-statutory assessment framework (or your school's assessment criteria) in order to create learning outcomes for this core question. This will ensure the learning is planned at an appropriate standard.
- Clearly delineate between the core knowledge which will form the basis of assessment and other elements of core knowledge which may be encountered in the learning process but may not be assessed.



Step Four: What core knowledge and which end of Key Stage expectations?



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Cumbrian Agreed Syllabus for RE

Hindu Dharma		Key Stage 1	Key Stage 2	Key Stage 3
		Introduce:	Develop an understanding of:	Secure understanding of:
Theology: asking questions Hindus may ask	Concepts: Brahman, gods and goddesses as different attributes of Brahman, avatars, dhama. Hindu holy books, including the Ramayana.	Concepts: Brahman, atman, reincarnation, samsara, karma, dharma, moksha. Personification of Brahman, trimurti and goddess, avatars and diverse representations of God. The oral tradition and the Vedas, different genres and interpretations. Examples of teachings of Hindu teachers, events and experiences which have impacted on Hindu beliefs.	Concepts: Brahman, atman, maya, samsara, dharma, karma, moksha, Chitta (consciousness), yoga, renunciation (sanyasa), devotion (bhakti). Cyclical nature of time, creation; Shruti and smriti scriptures; issues of reliability, authenticity, authority. The Astika and Nastika intellectual traditions. Examples of writings by gurus, seers and rishis. Impact of experiences and events on Hindu beliefs and vice versa.	Concepts: Brahman, atman, maya, samsara, dharma, karma, moksha, Chitta (consciousness), yoga, renunciation (sanyasa), devotion (bhakti). Cyclical nature of time, creation; Shruti and smriti scriptures; issues of reliability, authenticity, authority. The Astika and Nastika intellectual traditions. Examples of writings by gurus, seers and rishis. Impact of experiences and events on Hindu beliefs and vice versa.
Philosophy: asking questions philosophers may ask	Concepts: belonging, special. Why people have different ideas about God Ideas about Dharma as a social and moral duty and whether this can help a person to live a good life, in harmony with order in the universe.	Concepts: Brahman, atman and ideas of self; samsara, reincarnation, moksha. Introduce moral issues, consequences of actions in relation to dharma and karma. Ideas about santana dharma as universal and eternal. Ideas about the aims of life. Morals and values expressed in Hindu stories: eg duty, ahimsa, respect, equanimity, devotion, self-knowledge, self-control, respect for life, eg animals.	Concepts: Including chitta (consciousness), maya, knowledge and ignorance. Impact on practice, including yoga, meditation, devotion (bhakti), renunciation (sanyasa), ethics. Ideas about the 4 aims (purnushartha) and stages of life (ashramas) and impact on social and moral duties and decisions. Ideas about the universe and the way the gurus interact to determine things; the 5 elements of nature; the concepts of loka, devas and asuras.	Concepts: Including chitta (consciousness), maya, knowledge and ignorance. Impact on practice, including yoga, meditation, devotion (bhakti), renunciation (sanyasa), ethics. Ideas about the 4 aims (purnushartha) and stages of life (ashramas) and impact on social and moral duties and decisions. Ideas about the universe and the way the gurus interact to determine things; the 5 elements of nature; the concepts of loka, devas and asuras.
Human Sciences: asking questions Human scientists may ask	Concepts and vocabulary: Hindu dharma; gods and goddesses, puja. Symbolism and the centrality of the home in Hindu traditions. Importance of gatherings for worship, dramatic storytelling and celebrations, e.g. Diwali.	Concepts and vocabulary: Santana dharma and the diversity of practice and expression, symbols, worship and festivals. The four aims of life (purnushartha) The impact of dharma, karma, ahimsa and Hindu values on daily life and beyond.	Concepts and vocabulary: Santana dharma and the diversity of practice and expression, symbols, worship and festivals. The four aims of life (purnushartha). The relationship between social duty and four ashramas; sanyasa. The role of story and festivals, the impact of teachings on daily life.	Concepts and vocabulary: Santana dharma and the diversity of practice and expression, symbols, worship and festivals. The four aims of life (purnushartha). The relationship between social duty and four ashramas; sanyasa. The role of story and festivals, the impact of teachings on daily life.

These **Core Knowledge** tables provide a **basis** for teachers to shape schemes of learning using the suggested core questions

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Core knowledge as concepts



Concepts are ideas used to interpret human experience and make sense of the world. When introducing concepts to pupils it is useful to consider 3 groups of concepts:

- 1. Concepts common to all** e.g. remembering, special, celebration, community, forgiveness, justice, love, kindness, generosity, gratitude, patience, humility
- 2. Concepts shared by many religions or worldviews** e.g. God, worship, faith, sacred, compassion, service, pilgrimage, ritual, reflection, Golden Rule
- 3. Concepts distinctive to particular religion or worldviews** e.g. dukkha, trinity, tawheed, Khalsa, moksha, One Life

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Assessment (non-statutory)



Thinking	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:	At the end of KS3 pupils will be able to:
Describe, explain and analyse beliefs and practices, recognising diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.	Explain and interpret ways that the history and culture of religion and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appreciate reasons why some people support and others question these influences.
Identify, investigate and respond to questions posed by and responses offered by, some of the sources of wisdom found in religion and worldviews.	Recall and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religion and worldviews as coherent systems or ways of seeing the world.
Appreciate and appraise the nature, significance and impact of different ways of expressing meaning.	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, engaging with the variety, differences and relationships that exist within and between them.

Philosophical	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:	At the end of KS3 pupils will be able to:
Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms e.g. reasoning, music, art and poetry.	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy.
Enquire into what enables different communities to live together respectfully for the well-being of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply these ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	Examine and evaluate issues about community, inclusivity and respect for all in the light of different perspectives from varied religion and worldviews.
Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Human sciences	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:	At the end of KS3 pupils will be able to:
Explain reasonably their ideas about how beliefs, practices and forms of expressions influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religion and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Explain the religion worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study or religion or theology.
Express with increasing discernment their personal reflections and critical responses to questions, teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religion and worldviews, accounting for the impact of diversity within and between communities.
Appreciate and appraise varied dimensions of religion and worldviews.	Notice and respond sensitively to some similarities between different religion and worldviews.	Observe and consider dimensions of religion, so that they can explore and appreciate differences between different religion and worldviews.	Consider and evaluate the questions: What is religion? What is a worldview? Analyse the nature of religion and worldviews using the main disciplines by which religion and worldviews are studied (theology, philosophy & human social sciences)



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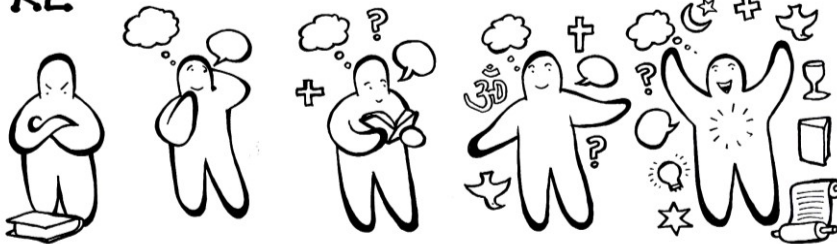
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Assessment in RE



RE



ASSESSMENT IN RE
A practical guide
Editors Fiona Moss and Stephen Pitt

[A Blob School's Visual Curriculum Self Assessment Collection | blobshop \(blobtree.com\)](https://blobshop(blobtree.com))



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Step Five: Check for balance

- Ensure you have a balance of disciplinary approaches. Are you enabling pupils to meet the end of Key Stage expectations?



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Broad and balanced curriculum



Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Asking questions such as those suggested on page 12				
1	What do my senses tell me about religion and belief? Christian and Humanist	How might a celebration bring a community together? Christian and Muslim	What things might be precious to many people and why? Christian and Muslim	What might the cross mean to many Christians? Christian	How has the universe come to be? Christian and Humanist
2	Who might be a role model for many people? Christian, Humanist & Muslim	What does the nativity story teach many people? Christian and Muslim	How do some people belong to their faith family? Christian and Muslim	How do some Muslims celebrate Eid? Plan this at the relevant time for Ramadan	Why do people have different views about the idea of God? Christian, Muslim & Humanist
3	How do some people express commitment to a religion or worldview? Hindu, Christian & Humanist	What do many Christians believe about the Holy Trinity? Christian	How do people make moral decisions? Christian, Muslim, Hindu & Humanist	What do many Hindus believe about God? Hindu	What difference might being a Muslim make to daily life? Muslim
4	Where do many religious beliefs come from? Christian, Muslim & Hindu	What do we mean by truth? Is seeing believing? Christian, Humanist, Hindu	How do some religious groups contribute to society and culture? Hindu, Muslim & Christian	Why is there so much diversity of belief within Christianity?	What does sacrifice mean? Humanist, Christian, Muslim
5	Why do some people believe in God and others don't? Multi and Humanist	How has belief in Christianity & Hinduism impacted on music and art through history? Christian and Hindu	What can we learn about the meaning of life from great thinkers? Multi & Humanist	What difference might the resurrection make to many Christians? Christian	How might many Hindus make sense of the world? Hindu



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Broad and balanced curriculum



Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
6	How and why might religion bring peace and conflict? Christian, Muslim & Hindu	How do many people explain the different types of suffering in the world? Christian & Buddhist	What does it mean to be human? Is being happy the greatest purpose in life? Humanist, Christian, & Hindu	Religion and science: conflicting or complementary? Christian, Humanist & Muslim	How do some beliefs shape identity for some people? Muslim & Buddhist (prepare for KS3)
7	Why is God given many names? Christian, Muslim, & Sikh	What does the existence of evil prove? Humanist, Jewish, Christian & Buddhist thinkers	Why is Christianity the way it is? (key events in history, church and state, diversity)	What might it mean to say God became human? Christian	How do Sikhs interact with culture and society? Sikh
8	How might creation narratives shape what it means to be human? Christian, Hindu & Sikh	What are sources of authority for Christians and Muslims? Christian & Muslim	What does it mean to live a 'good life'? Humanist, Buddhist and Christian philosophers	Why is Islam the way it is? Muslim	How do some Christians interact with culture and society? (art, film & music focus)
9	What is religion? A useful category or an outdated concept? Multi religious/worldviews	What is meant by sacredness? Christian, Buddhist & Muslim	Why do people believe in life after death? Christian, Buddhist, Humanist	Is the sanctity of life more important than quality of life? Christian & Muslim	What is reality? Christian, Muslim, Buddhist thinkers



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Curriculum Balance



How much Christianity should be studied?

'must 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'.

Ofsted says: 'collectively enough'

Context is key



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Step Six: How to create your own scheme of learning?



- Use the core question, learning outcomes and core knowledge to create a series of lessons that enable pupils to be able to meet the outcomes, and contribute to them meeting end of Key Stage expectations if appropriate.
- Ensure you will provide opportunities for pupils to explore their own worldviews within each scheme of learning

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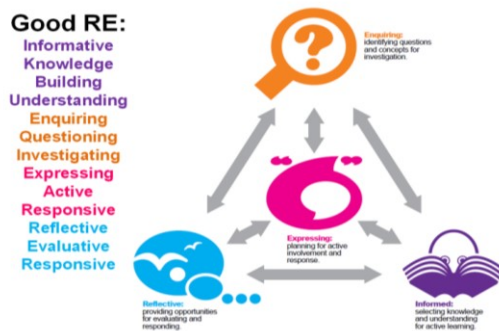
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Enquiry-based learning



Appendix 5 Non statutory Guidance on enquiry-based learning

This model for an enquiry-based approach to teaching and learning is from the Cumbria Agreed Syllabus 2017. Enquiry-based learning may be undertaken in a linear or non-linear way and form the basis of short or medium-term planning. An enquiry question may provide the focus of a scheme of work, or an individual lesson. Enquiry questions may be selected by the teacher, or by pupils.

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Exemplar materials



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What are your actions for this year of implementation?



- Autumn term (Religious Education for the Future CPD) how will you inform staff?
- Spring term (CPD on disciplinary approaches to RE)
- Summer term (Cumbria SACRE RE Conference)



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Re-framing or transforming RE?



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Spring CPD and RE Networks



Spring - School Development: Disciplinary approaches to RE (3 sessions)

Understanding Christianity – email Laura

NATRE's Strictly RE Conference – end January 2024

RE Online free courses – on-going

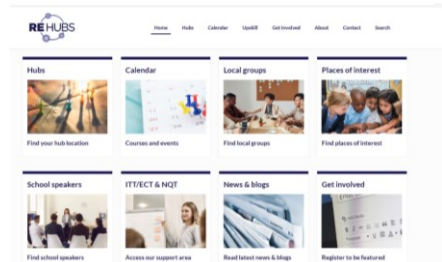
Cumbria SACRE RE Conference – 4th June

Networks:

RE Teachers in Cumbria – 9th November 4pm

Carlisle Diocese Distinctiveness Network

Carlisle Diocese RE Support Network – 11th Jan 2024



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Intended Impact and Outcomes



This professional development will enable participants to:

- understand the intent behind the new Cumbrian Locally Agreed Syllabus for RE
- consider how the new Cumbrian Locally Agreed Syllabus can be implemented in your setting
- create an action plan to ensure the new Cumbrian Locally Agreed Syllabus impacts the religious literacy of the pupils in your school



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Final Q and A



Don't forget to complete the online survey you are sent by School Development!



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