



# **Hertfordshire Agreed Syllabus of Religious Education 2017–2022**



**The illustration on the front cover was designed by  
Melody Cremer, Year 10, Bishop's Hatfield Girls School, Age 14**

**Key to colour coding**

The use of colour coding set out below aims to assist users in identifying key content concisely. This document is all statutory unless a non-statutory exemplar is specified in grey.

statutory requirement applies throughout key stages

non-statutory example applies throughout key stages

content for EYFS

content for key stage 1

content for key stage 2

content for lower key stage 2

content for upper key stage 2

content for key stage 3

content for key stages 4 and 5

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# Foreword

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We are delighted to present the new Hertfordshire Agreed Syllabus of Religious Education, which has been approved for implementation in schools from September 2017.

This revised statutory document aims to ensure that Hertfordshire pupils develop as tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views.

The syllabus reflects the views of Hertfordshire teachers and representatives of local faith 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 teachers or parents.

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. This revised syllabus moves from the two Attainment Targets to new concise aims. It reflects the national move from levels of assessment and introduces wheels of progress and clear end of key stage learning outcomes to support the assessment of a specified eight key areas of religion. We trust that you will find both the continuity and the progression helpful for consolidating and enhancing the quality of religious education provision in Hertfordshire schools.

Hertfordshire County Council is grateful for the work of the Standing Advisory Council on Religious Education (SACRE), its Agreed Syllabus Conference members, most of whom also serve as the SACRE, and the many colleagues and partners who have contributed to this new locally Agreed Syllabus. SACRE provides ongoing support for the Agreed Syllabus in a variety of ways including training and sharing. Schools will also be able to purchase non-statutory guidance to support units of work, which have been developed to deliver high quality religious education 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.



**Jenny Coles**

Director of Children's Services



**Carol-Anne Chandler**

Chair of Agreed Syllabus Conference

# Introduction

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This Agreed Syllabus explains the aims and purposes of Religious Education (RE) for all pupils and specifies for teachers what should be taught in each age group. It provides a coherent framework for setting high standards of learning in RE, enabling pupils to reach their potential in the subject. It parallels the National Curriculum for community schools but is also recommended for Church schools, academies and free schools.

This syllabus is for implementation from autumn 2017.

The new syllabus offers continuity with the 2012–2017 syllabus in that it:

- refines the **purpose of study**, clarifying the aim and purpose of the subject
- outlines the **time allocation** required to teach the syllabus
- outlines the **breadth of study**
- reflects the fact that religious traditions in Great Britain are in the **main Christian** while taking account of the teachings and practices of the **other principal religions**
- reflects **diversity** between and within religions and belief systems
- provides clear guidance for EYFS – KS5, including the requirement to offer a **full RS GCSE** to viable groups
- develops **learning outcomes** linked to assessment
- outlines the **statutory requirements for RE**

The new Agreed Syllabus 2017-2022 builds on the most recent **national guidance on RE** including the RE Council's 2013 *Curriculum Framework for Religious Education in England*.

This syllabus:

- aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**. This replaces the previous attainment targets '**learning about religion**' and '**learning from religion**'
- encourages schools to spend a proportion of their time allocation for Religious Education reflecting on the religious make-up of their **own cohort**
- offers **eight key areas** of religion for study
- offers schools the **flexibility** to devise their own key questions and design their own units and choose when to teach them
- removes **levels of assessment** in line with the rest of the curriculum
- offers a **flexible model of assessment** through **expected learning outcomes**
- enables teachers to recognise what it means to be '**religiously and theologically literate**' at each key stage
- is accompanied by a **non-statutory additional guidance document** 'Religion for Today and Tomorrow' which will enable pupils to gain a coherent understanding of the principal religions and worldviews represented in Great Britain

# Religious Education

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## Purpose of Study

The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews<sup>1</sup>, which give life value. RE aims to enable pupils to become religiously and theologically literate<sup>2</sup> so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious 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.

## Aims

This curriculum for Religious Education 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 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 upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

### B. Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers 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 of 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. These big concepts are explored through the non-statutory additional guidance document.*

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

# Learning outcomes

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

Schools are not required by law to teach the example content indicated as being 'non-statutory', pages 6–7 and the non-statutory additional guidance document.

## 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 key stages 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 (see non-statutory exemplar on pages 6–7)
- every school needs to recognise the diversity of religious and worldviews in Great Britain, including those views represented in the religious make up of a school and its wider community
- it is recommended that other worldviews will be introduced into age appropriate RE enquiries across all key stages<sup>5</sup>
- there must be provision in all secondary schools for a full Religious Studies GCSE and Religious Studies A level option, in addition to the RE followed by all students. If students do not opt for RS GCSE or RS A level there must still be provision for RE throughout KS4 and KS5

## RE in the School Curriculum

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, in partnership with 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 practice 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.*

# How much time should be spent on RE?

- Religious Education must be taught at identifiable times in every year group
- It is a legal requirement for all pupils on the 'school' register to have Religious Education
- It is not a requirement for pupils in nursery schools or nursery classes, but the 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 assembly. Curriculum time for Religious Education is distinct from the time schools may spend on collective worship or school assembly. The times given below are for Religious Education 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
<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 per year for all students and offer a GCSE option
<b>KS5</b>	10 hours per year for all students and offer an A level option

# 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 schools 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 by the end of key stage 2 and in greater depth by the end of key stage 4**

**Non-statutory exemplar:** The following table offers an example to assist in making decisions about which religions are introduced and in which 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.

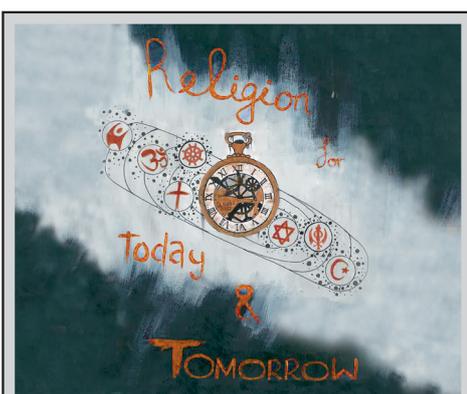
Learning from six religions across a key stage is demanding; schools are recommended to undertake an in-depth study of up to 2 principal religions in key stage 1 and 4 principal religions in key stages 2 and 3 whilst including aspects of other religions and worldviews or revisiting those which have been studied previously. Depth is more important than over-stretched breadth.

This non-statutory exemplar sets out the minimum entitlements for all pupils. Many schools may wish to go beyond this minimum requirement.

<b>Non-statutory exemplar to show breadth and depth of study for teaching religious education</b>	
<b>EYFS</b>	Children will encounter Christianity and religions and beliefs represented in the class, school or local community. Religious Education will support a growing sense of the child's awareness of self, their own community and their place within this.
<b>Years 1 and 2</b>	<b>A minimum of two religions are to be studied.</b> Christianity and at least one other religion. Judaism and Islam are recommended (or the predominant local religions and beliefs represented). Pupils may also learn from other religions in thematic units.
<i>Continued on the next page</i>	

**Non-statutory exemplar to show breadth and depth of study for teaching religious education**

<p><b>Years 3 and 4</b></p> <p><b>Years 5 and 6</b></p>	<p><b>A minimum of four religions are to be studied.</b> Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Pupils may also learn from other religions and worldviews in thematic units. Recommended focus faiths for lower KS2 – Christianity (Islam, Hinduism, Sikhism). Recommended focus faiths for upper KS2 – Christianity (Judaism, Buddhism). All six principal religions will have been introduced or revisited by the end of the key stage 2.</p>
<p><b>Years 7, 8 and 9</b></p>	<p><b>Four religions are to be studied.</b> Christianity and at least three principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism will be studied in depth. Building on prior knowledge, principal religions will be revisited.</p>
<p><b>Years 10 and 11</b></p>	<p><b>Christianity and at least one other religion to be studied over two years.</b> All students follow an accredited GCSE RS qualification and a core religious education course. All six principal religions will have been revisited by the end of the key stage 4.</p>
<p><b>16–19s RE for all</b></p>	<p><b>Religions and worldviews to be selected by schools and colleges as appropriate.</b> For all students 16–19 there should be at least one course in RE that represents a progression in attainment from 14–16. Such courses should be accredited where possible. Students must address at least two topics from a selection that ensures a minimum of 20 hours by the end of the key stage.</p>



**Religion for Today and Tomorrow**

Non-statutory guidance supporting the Hertfordshire Agreed Syllabus of Religious Education 2017–2022



Supplementary non-statutory guidance 'Religion for Today and Tomorrow' is available to purchase online from Herts for Learning to assist planning. Email [resources@hertsforlearning.co.uk](mailto:resources@hertsforlearning.co.uk) for further information.

# How do we use the programmes of study?

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The programmes of study are intended to allow maximum flexibility to schools and teachers to devise their own teaching programmes. The approach which schools adopt is a matter for professional discussion.

**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.**

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. Primary subject leaders may still wish to use suggested guidance from the previous (2012-2017) non-statutory Hertfordshire Primary Scheme of Work to guide their RE planning.

In planning a school's own medium and long-term plans, 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 for each key stage can be used to track coverage of the programmes of study.

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

## **What are the eight key areas of learning set out in the new programmes of study?**

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 and theological literacy through religions and worldviews** - permeates all areas of the programmes of study. The following eight key areas of RE may be taught in any order:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

**All eight areas of the programmes of study must be visited across each key stage.**

Please see separate non-statutory additional guidance 'Religion for Today and Tomorrow' which provides questions and ideas to develop learning at each key stage.

# Programme of study planning chart: EYFS

- RE is non-statutory at Nursery (ages 3–4)
- RE is a compulsory part of the basic curriculum for all Reception pupils (ages 4–5)

Developing religious and theological literacy through religions and worldviews permeates this programme of study			
Developing religious and theological literacy through religions and worldviews	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. <i>Children should:-</i>	Nursery <i>(tick as appropriate)</i>	Reception <i>(tick as appropriate)</i>
	<b>Beliefs and practices</b> Share their own beliefs, ideas and values <i>(PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour; Understanding of the world: people and communities)</i>		
	<b>Sources of wisdom</b> Listen and respond to a range of stories that engage them including faith stories <i>(Communication and language: listening and attention, speaking; Understanding of the world: people and communities)</i>		
	<b>Symbols and actions</b> 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 <i>(Understanding of the world: people and communities)</i>		
	<b>Prayer, worship and reflection</b> 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 <i>(Understanding of the world: people and communities)</i>		
	<i>Continued on the next page</i>		

Developing religious and theological literacy through religions and worldviews permeates this programme of study			
Developing religious and theological literacy through religions and worldviews	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. <i>Children should:-</i>	Nursery <i>(tick as appropriate)</i>	Reception <i>(tick as appropriate)</i>
	<b>Identity and belonging to a family</b> <i>Explore</i> how people know that they belong to a family and other groups, including religious groups <i>(PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour)</i>		
	<b>Ultimate questions</b> <i>Experience</i> 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. <i>Ask questions</i> that are philosophically challenging and consider answers <i>(Understanding of the world: expressive arts and design: being imaginative)</i>		
	<b>Human responsibility and values</b> <i>Explore</i> some of the ways in which people express care and concern for each other and the importance of this for relationships. They should <i>develop</i> an awareness of their own value and that of others <i>(Communication and language: speaking)</i>		
	<b>Justice and fairness</b> <i>Understand</i> what is right and wrong and why. Consider the consequences of their words and actions for themselves and others <i>(PSED: making relationships, managing feelings and behaviour)</i>		

# Programme of study planning chart: key stage 1

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

Developing religious and theological literacy through religions and worldviews	<b>Developing religious and theological literacy through religions and worldviews permeates this programme of study</b>		
	The eight key areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of <b>sources of wisdom and their impact</b> whilst exploring <b>personal and critical responses</b> . <i>Pupils should:-</i>	Yr 1 <i>(tick as appropriate)</i>	Yr 2 <i>(tick as appropriate)</i>
	<b>Human responsibility and values</b> <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world		
	<b>Justice and fairness</b> <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others		

# Programme of study planning chart: key stage 2

Developing religious and theological literacy through religions and worldviews permeates this programme of study					
Developing religious and theological literacy through religions and worldviews	The eight key areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of <b>sources of wisdom and their impact</b> whilst exploring <b>personal and critical responses</b> . <i>Pupils should:-</i>	Yr 3 <i>(tick as appropriate)</i>	Yr 4 <i>(tick as appropriate)</i>	Yr 5 <i>(tick as appropriate)</i>	Yr 6 <i>(tick as appropriate)</i>
	<b>Beliefs and practices</b> <i>Describe, make connections and reflect</i> upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals which mark important points in life including the joy of celebrations				
	<b>Sources of wisdom</b> <i>Investigate, interpret and respond</i> to a range of stories, sacred writings and sources of wisdom and authority, <i>reflecting</i> on the impact of beliefs and teachings as ways of seeing the world in different communities				
	<b>Symbols and actions</b> <i>Explore and describe</i> a range of beliefs, practices and symbols in order to understand different ways of expressing meaning				
	<i>Continued on the next page</i>				

Developing religious and theological literacy through religions and worldviews permeates this programme of study					
Developing religious and theological literacy through religions and worldviews	The eight key areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of <b>sources of wisdom and their impact</b> whilst exploring <b>personal and critical responses</b> . <i>Pupils should:-</i>	Yr 3 <i>(tick as appropriate)</i>	Yr 4 <i>(tick as appropriate)</i>	Yr 5 <i>(tick as appropriate)</i>	Yr 6 <i>(tick as appropriate)</i>
	<b>Prayer, worship and reflection</b> <i>Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness</i>				
	<b>Identity and belonging</b> <i>Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives</i>				
	<b>Ultimate questions</b> <i>Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</i>				
	<b>Human responsibility and values</b> <i>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility</i>				
	<b>Justice and fairness</b> <i>Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair</i>				

# Programme of study planning chart: key stage 3

Developing religious and theological literacy through religions and worldviews permeates this programme of study				
Developing religious and theological literacy through religions and worldviews	The eight key areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of <b>sources of wisdom and their impact</b> whilst exploring <b>personal and critical responses</b> . <i>Pupils should:-</i>	Yr 7 <i>(tick as appropriate)</i>	Yr 8 <i>(tick as appropriate)</i>	Yr 9 <i>(tick as appropriate)</i>
	<b>Beliefs and practices</b> <i>Explain and interpret</i> the connections between different religions and worldviews that impact on the beliefs and practices of individuals and communities			
	<b>Sources of wisdom</b> <i>Explain and interpret</i> a range of sources of wisdom and sacred texts from religions and worldviews as coherent systems or ways of seeing the world			
	<b>Symbols and actions</b> <i>Explain how and why</i> individuals and communities express the meaning of their beliefs and values in many different forms and ways of living; <i>recognise</i> and <i>enquire</i> into the variety, differences and relationships that exist within and between religions and worldviews			
	<b>Prayer, worship and reflection</b> <i>Research and explore</i> the diversity of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness. <i>Develop</i> a deeper appreciation of the meaning and impact of worship, prayer and reflection on believers' lives			
	<i>Continued on the next page</i>			

Developing religious and theological literacy through religions and worldviews permeates this programme of study				
Developing religious and theological literacy through religions and worldviews	The eight key areas of RE meet the aims of this curriculum. All pupils develop knowledge and understanding of <b>sources of wisdom and their impact</b> whilst exploring <b>personal and critical responses</b> . <i>Pupils should:-</i>	Yr 7 <i>(tick as appropriate)</i>	Yr 8 <i>(tick as appropriate)</i>	Yr 9 <i>(tick as appropriate)</i>
	<b>Identity and belonging</b> Clearly and coherently <i>explain</i> the foundation and leadership of religions and worldviews. <i>Evaluate</i> the impact of their leadership, drawing on a range of personal and critical responses. <i>Observe</i> and interpret a wide range of ways in which commitment and identity are expressed; develop insightful <i>analysis</i> and <i>evaluation</i> of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities			
	<b>Ultimate questions</b> <i>Explore</i> some of the ultimate questions that are raised by life, making well-informed, reasoned and <i>personal</i> and <i>critical responses</i> ; <i>express</i> insights that draw on a range of examples including the arts, media and philosophy			
	<b>Human responsibility and values</b> <i>Examine</i> and <i>evaluate</i> ideas about respect and human responsibility which exist within and between religions and worldviews in the light of different perspectives and diversity			
	<b>Justice and fairness</b> <i>Explore</i> and <i>express</i> insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite reflection and reasoning, drawing on a range of examples from real life, fiction or other forms of media			

## How do we use the 'Expected Learning Outcomes Wheels' for assessment?

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Teachers should plan to meet the learning outcomes using the eight key areas of RE outlined in the planning charts for each programme of study pages 9–16.

The wheels drive pupils' development in becoming religiously and theologically literate. On the following pages 18–22 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 described in any particular order.**

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, 'How do pupils progress from EYFS-key stage 3?', is set out on pages 23–26 to easily identify whether individual pupils are above, below or on target to meet expected learning outcomes at the end of the key stage.

Where possible teachers should take into account earlier and later key stage outcomes to effectively plan their pupils' journeys of learning.

### **What are the end of key stage learning outcomes?**

End of key stage expectation statements provide the definition of a religiously and theologically 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.

The end of key stage learning outcome statements, which are set out in the boxes beneath each wheel, are intended for ongoing assessment of learning and for reporting to parents.

# Expected learning outcomes for the end of EYFS



## By the end of EYFS the religiously and theologically 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.

# Expected learning outcomes for the end of key stage 1



## By the end of KS1 the religiously and theologically 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.

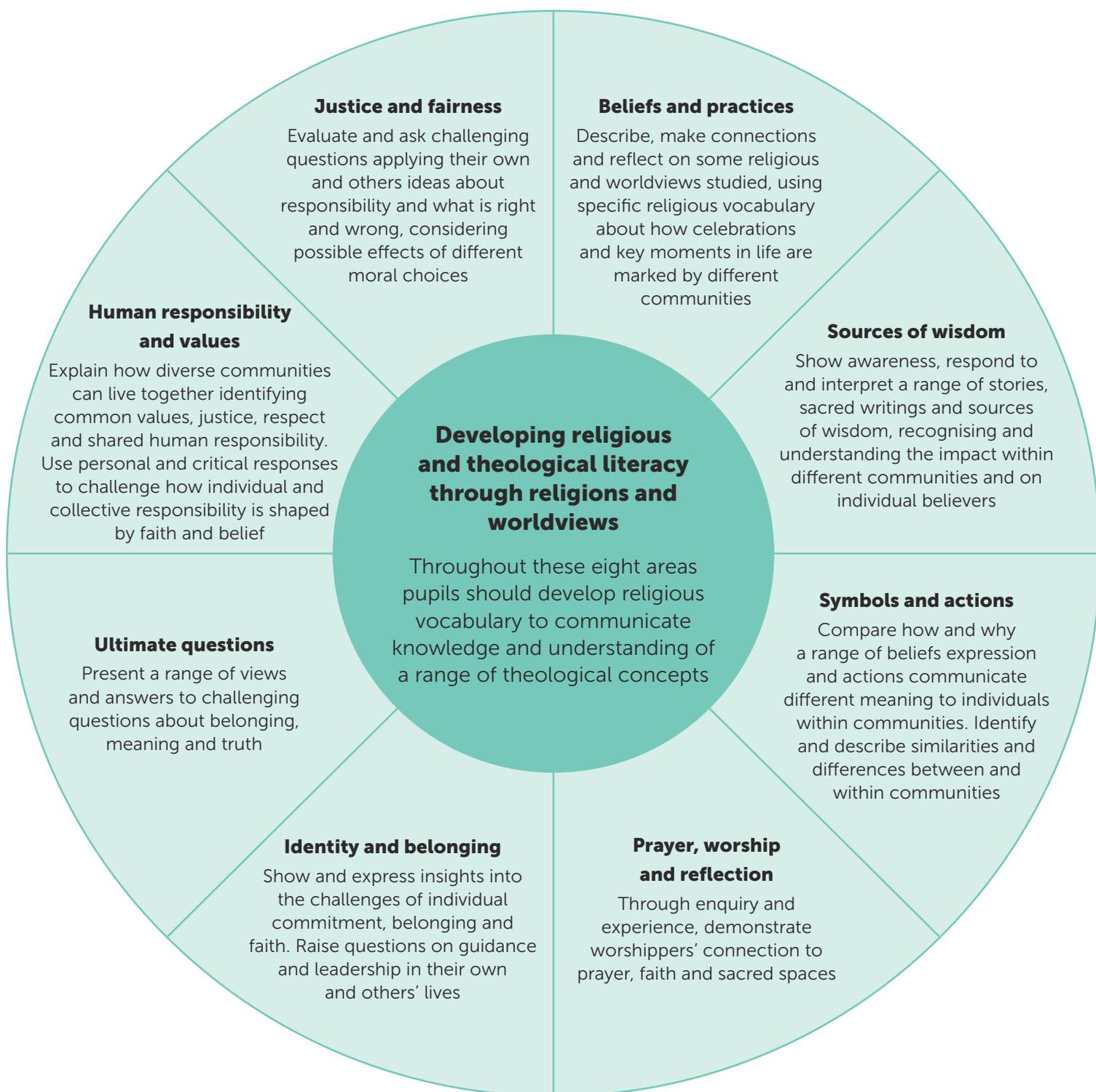
## Expected learning outcomes for the end of lower key stage 2



### By the end of lower KS2 the religiously and theologically 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.

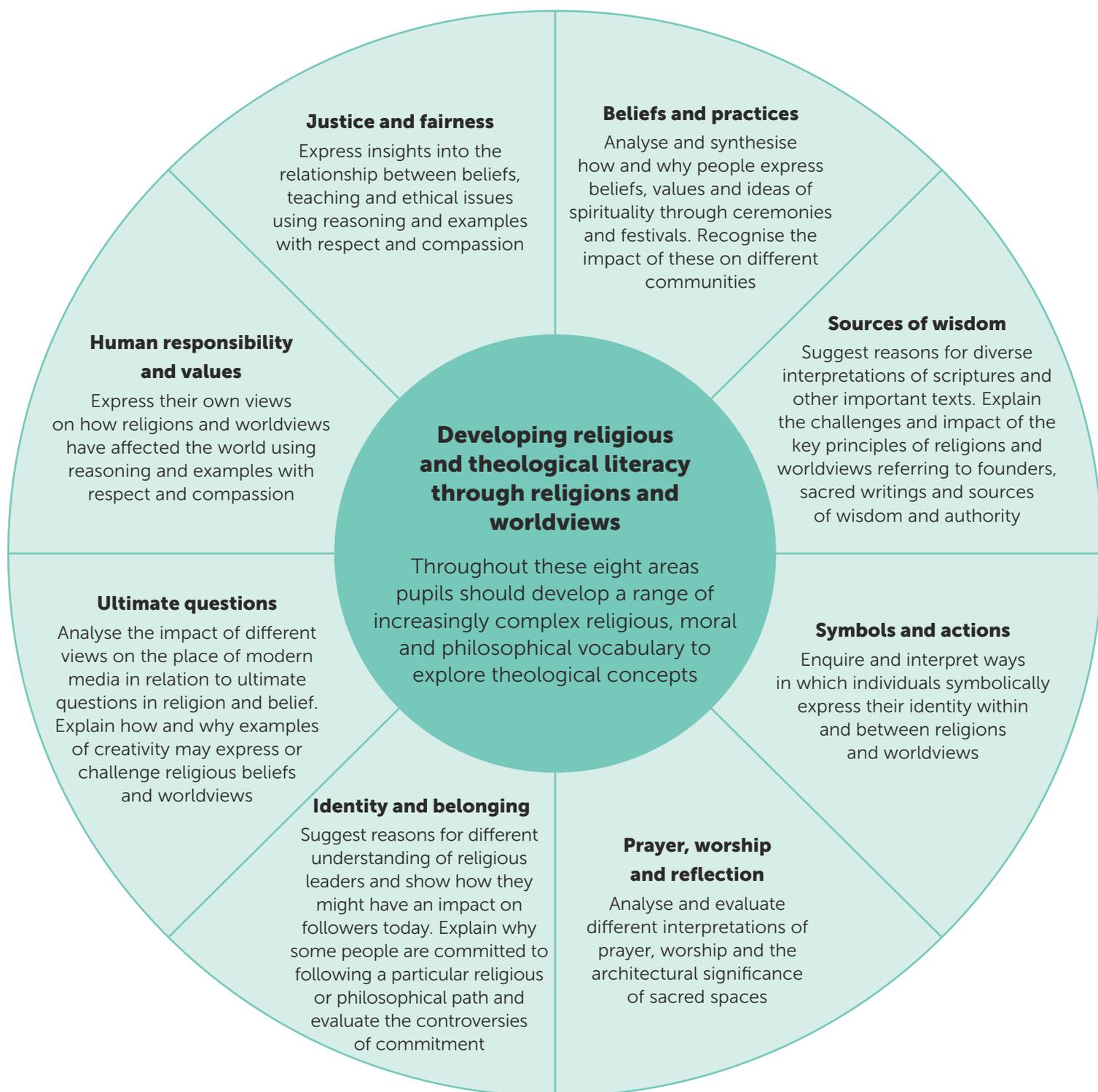
## Expected learning outcomes for the end of upper key stage 2



### By the end of upper KS2 the religiously and theologically 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.

# Expected learning outcomes for the end of key stage 3



## By the end of KS3 the religiously and theologically 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 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.

# How do pupils progress from EYFS to key stage 3?

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Beliefs and practices	
<b>EYFS</b>	Explore different ways of living, including beliefs and festivals
<b>KS1</b>	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them
<b>LKS2</b>	Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked
<b>UKS2</b>	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
<b>KS3</b>	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	
<b>EYFS</b>	Listen and respond to religious stories
<b>KS1</b>	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
<b>LKS2</b>	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
<b>UKS2</b>	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
<b>KS3</b>	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

# The journey of learning from EYFS – key stage 3

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Symbols and actions	
<b>EYFS</b>	Communicate about people, places and religious symbols and artefacts
<b>KS1</b>	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities
<b>LKS2</b>	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
<b>UKS2</b>	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
<b>KS3</b>	Enquire and interpret ways in which individuals symbolically express their identity within and between religions and worldviews

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

# The journey of learning from EYFS – key stage 3

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Identity and belonging	
<b>EYFS</b>	Show awareness of things and people that matter to them and link this to learning in Religious Education
<b>KS1</b>	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
<b>LKS2</b>	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
<b>UKS2</b>	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
<b>KS3</b>	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	
<b>EYFS</b>	Use imagination and curiosity to develop their wonder of the world and ask questions about it
<b>KS1</b>	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions
<b>LKS2</b>	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections
<b>UKS2</b>	Present a range of views and answers to challenging questions about belonging, meaning and truth
<b>KS3</b>	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

# The journey of learning from EYFS – key stage 3

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Human responsibility and values	
<b>EYFS</b>	Explore how people show concern for each other and the world around them
<b>KS1</b>	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
<b>LKS2</b>	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility
<b>UKS2</b>	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
<b>KS3</b>	Express their own views on how religions and worldviews have affected the world using reasoning and examples with respect and compassion

Justice and fairness	
<b>EYFS</b>	Understand what is right, wrong and fair
<b>KS1</b>	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair
<b>LKS2</b>	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
<b>UKS2</b>	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
<b>KS3</b>	Express insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion

# How should we plan at key stages 4 and 5?

## Minimum time requirement for key stages 4 and 5:

**KS4:** 30 hours per year

**KS5:** 10 hours per year

There must be provision in all secondary schools for a full Religious Studies GCSE and Religious Studies A level option, in addition to the RE followed by all students. If students do not opt for RS GCSE or RS A level there must still be provision for RE throughout KS4 and KS5.

Teachers should keep the aims of this syllabus in mind when developing planning.

**Aims:** This curriculum for Religious Education aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.

<p><b>Years 10 and 11</b></p>	<p><b>Christianity and at least one other religion to be studied over two years.</b> All students follow an accredited GCSE RS qualification and a core religious education course</p> <p>All six principal religions will have been revisited by the end of the key stage 4</p>
<p><b>16–19s RE for all</b></p>	<p><b>Religions and worldviews to be selected by schools and colleges as appropriate.</b></p> <p>For all students 16-19 there should be at least one course in RE that represents a progression in attainment from 14 -16. Such courses should be accredited where possible</p> <p>Students must address at least two topics from a selection that ensures a minimum of 20 hours by the end of the key stage</p>

## Expected learning outcomes for key stages 4 and 5

### Throughout KS4 and KS5 the religiously and theologically literate student should:

Use a range of increasingly complex religious, moral and philosophical vocabulary. Demonstrate the ability to understand and evaluate a range of religious and 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.

# What could be studied at key stages 4 and 5?

Schools must provide Religious Education to every student on roll in accordance with legal requirements. Schools must plan for continuity of provision of Religious Education that is progressive and rigorous from key stage 3, for all pupils.

<b>Non-statutory exemplar to show suggested topics and questions that could be explored through the core curriculum at key stages 4 and 5</b>	
<b>Bereavement</b>	What is the process of grieving and how do people from different traditions and worldviews respond to death?
<b>Holocaust studies</b>	Where was God or where was man?
<b>Stewardship</b>	What do individuals understand by stewardship?
<b>Animal rights</b>	Can we choose how we use animals?
<b>Medical ethics (saviour siblings/ IVF/transplant/surrogacy)</b>	Should there be limits to the use of medical technology?
<b>Religious themes through media and film</b>	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>
<b>War and Peace</b>	Can war be just?
<b>Sin and crime</b>	What is the difference between sin and crime?
<b>Forgiveness</b>	Should we always forgive?
<b>Inequality and poverty</b>	Is it possible to rid the world of inequality and poverty?
<b>Marriage and family life</b>	Is marriage dead? - its changing nature and purpose
<b>Understanding the influence of faith and belief on individuals and societies through creative media</b>	How do people express their beliefs and identity through art/ design/music/dance/ drama/multimedia?

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

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## **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 Religious Education 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**

Religious Education 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 Religious Education 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 Religious Education<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.

*6. Education Act 1996 Schedule 31*

*7. A Curriculum Framework for Religious Education in England (REC 2013)*

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

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

*10. Section 375(3) of the Education Act 1996*

*11. School Standards and Framework Act 1998 S71 (3)*

## Appendix 2: Subject content RE in the EYFS

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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 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, Religious Education is a legal requirement for all pupils on the school roll, including all those in the reception year. The statutory requirement for Religious Education 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 DfE's 2013 EYFS Profile 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 Early Years Foundation Stage Profile (DfE 2013).**

#### **Communication and language:**

Pupils should:

- listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions

#### **Personal, social and emotional development:**

Pupils should:

- understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;

- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships

### **Understanding the world:**

Pupils should:

- talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs

### **Expressive arts and design:**

Pupils should:

- use their imagination in art, music, dance, imaginative play, and role- play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste

### **Literacy:**

Pupils should:

- gain access to a wide range of books, poems and other written materials to ignite their interest

### **Mathematics:**

Pupils should:

- recognise, create and describe some patterns, sorting and ordering objects simply

## Appendix 3: Additional guidance for special schools

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Special schools should follow the Hertfordshire Agreed Syllabus 'as far as it is practicable.' Religious Education 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. Religious Education 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.

*12. Little Heath School's RE features in Ofsted's good practice resources, which give more details of the Five Keys approach, and some examples of pupil responses. <http://tinyurl.com/ao4ey4q>*

*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/>*

## Acknowledgements: Members of the Agreed Syllabus Conference (ASC)

---

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

Narayani Dasi	Hindu Community
Kavaljit Kaur Dev	Sikh Community
Rev John Fellows	Free Church
Sadiq Haq	Muslim Community
Angharad Little	Free Church
Ellie Olmer	Jewish Community
Jackie Roberts	Free Church
Margaret Steed	Catholic Church
Julian Wall	Buddhist Community
Maggie Wright	Catholic Church

### Group B: The Church of England

Jane Chipperton	Diocese of St Albans
Andrew Wellbeloved	Diocese of St Albans
Shirley Whales	Diocese of St Albans

### Group C: Teachers Associations

Carol-Anne Chandler	Secondary Head of RE
Liz Ellis	Secondary Headteacher
Emma Fenn	Primary Headteacher
Juliet Lyal	Infant Teacher
Alison Mackintosh	Junior Teacher
Janet Monahan	University of Hertfordshire

### Group D: The Authority

John Barfoot	County Councillor
Dreda Gordon	County Councillor
Alan Plancey	County Councillor
Peter Ruffles	County Councillor
Mark Watkin	County Councillor

### Co-opted Members

Pete Bennett	Humanist Community
Michael Shaw	Jewish Community
Sally Spear	Bahai Community

### In attendance

Wendy Lidgate Webb	WelHat Interfaith Schools Project Manager
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## Acknowledgements: Members of the Agreed Syllabus writing group

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Stephen Lavender, Hertfordshire SACRE Servicing Officer

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Andrea Cowie, Clerk to the Hertfordshire SACRE

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Teachers who contributed to the writing of this Agreed Syllabus:

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Sarah Kropman, Cunningham Hill Junior School, Hertfordshire

Helen Venn, Malvern Way Infant and Nursery School, Hertfordshire

### Secondary

Laura Passmore, Parmiter's School, Hertfordshire

Laura Pope, Birchwood High School, Hertfordshire

### SACRE members and teachers

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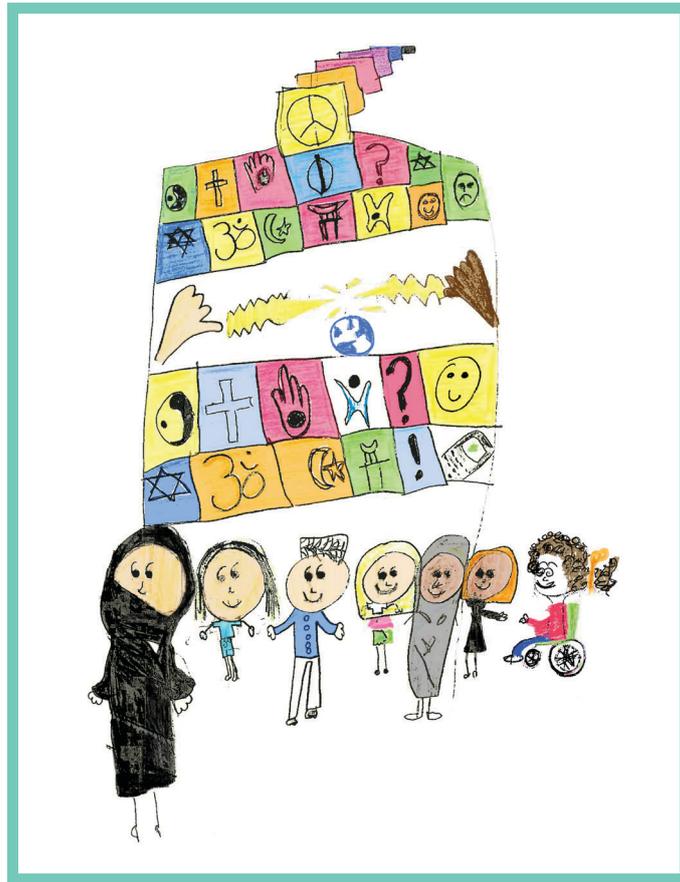
Ellie Olmer, Summerswood Primary School, SACRE Group A

Shirley Whales, Northaw CE Primary School, SACRE Group B

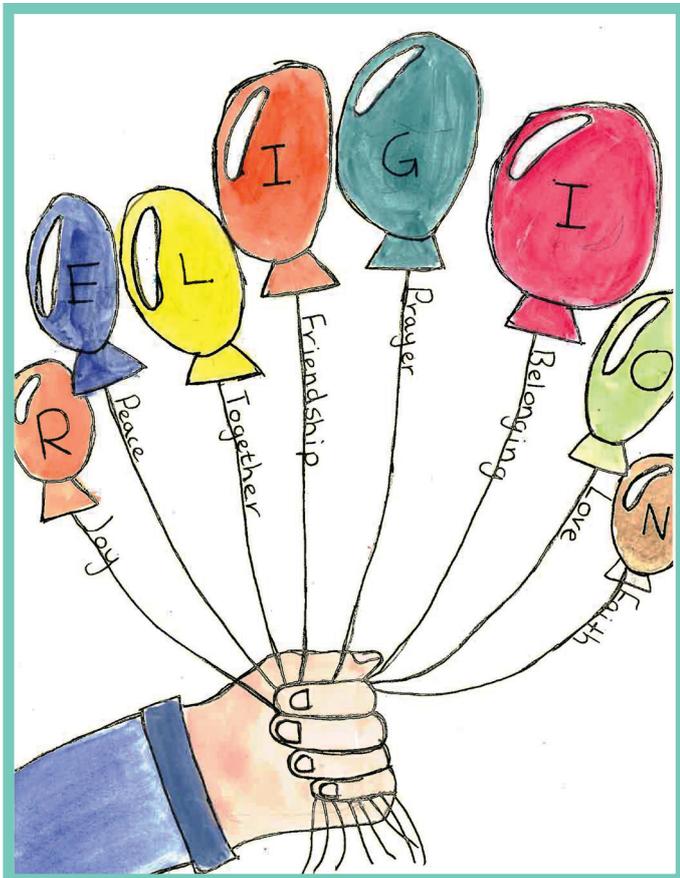
# Professional reflections

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**Amarissa Sunday, Year 3,  
Summerswood Primary School, Age 7**



**Leo Snailham, Year 5,  
Chambersbury Primary School, Age 9**



**Megan Liddle, Year 6,  
Cunningham Hill Junior School, Age 11**