

Statutory Basic – Religious Education

Every local authority has a Standing Advisory Council for Religious Education (SACRE) that determines locally the Agreed Syllabus for Religious Education. This is a statutory document and can be seen on the website www.re.learntogether.org.uk

Religious Education must reflect the fact that the religious traditions in Great Britain are in the main Christian and take into account the teachings and practices of the other principal religions represented in Great Britain (1996 Act Ch 56 S375 (3))

In Cambridgeshire the following is required:

Foundation Stage/reception year 4 core units around topics of 'Ourselves, Our families and our communities: celebrations and special times; celebrations and special times; and special books.

Key Stage 1 - 12 units of work, of which 6 are core units and 6 are school designed units. The 6 core units are :

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

Key Stage 2 - 24 units of work, of which 12 are core units and 12 are school designed units. The 12 core units are:

- A) **Judaism** : What is important for Jews about being part of God's family?
- B) **Islam** : Why is prayer important to Muslims and not for some people?
- C) **The Church Year** : Is Easter a festival of new life or sacrifice?
- D) **Christianity** : What do people believe about the creation of our world?
- E) **Church people** : Who are the 'Saints of God' and why are they important ? (links to the church calendar)
- F) **Christian worship** : How and why are Churches different?
- G) **Hinduism** : What can stories and images of deities tell us about Hindu beliefs?
- H) **Buddhism** : What does it mean to be a Buddhist? Can we all be enlightened?
- I) **Jesus** : Who people say that I am? (Jesus explored through art)
- J) **Christianity and Judaism** : Is religion what you say or what you do?
- K) **Christians in other parts of the world**: What is it like to be a Christina in Vellore?

Key Stage 3- 18 units of work , of which 6 are core units and 12 school designed units.

The 6 core units are :

- A) **Christianity**: What is meant by the Bible being the 'Word of God'?
- B) **Christianity, Judaism and Islam**: What does it mean to say that 'God is one'?
- C) **Christianity and Buddhism** :To what extent do humans bring suffering into the world?
- D) **Christianity, Hinduism and Humanism** :Is this world all there is?
- E) **Multi-faith** :Is it possible to live in a prejudice-free society?
- F) **Sikhism** :How important is belief in equality to Sikhs and others?

Key Stage 4

All students to follow a recognised national GCSE course in Religious Studies in which Christianity and one other religion are studied.

Key Stage 5

Over a total of 15 hours, pupils should study two topics from a group of 10 unit titles. These include 'Religion in Film and Media: the ethics of birth and death; Good and evil; Science and faith; God, ethics and sexuality; Inter-faith Issues; Adult Spirituality; Who needs God in the 21st century? Global conflict; Rage or despair?