|  |
| --- |
| **Derby and Derbyshire Agreed Syllabus 2020 - 2025** |
| **Religions and Worldviews in the Census**Schools should take into account pupils’ beliefs, viewpoints and ideas. Many pupils will come from backgrounds with no particular religious belief or affiliation.The 2011 census information will be updated by a new census after 2021, but these figures are still valuable.We do not intend to educate pupils only for their current life, perhaps in a village, town or city. The purpose of RE includes enabling pupils to be ready to live in a wider world: the region, the nation, the global community.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CENSUS 2011:** | Religion: All | Christian | Buddhist | Hindu | Jewish | Muslim | Sikh | Other | No religion | Religion |
| **Derbyshire’s** | categories |  |  |  |  |  |  | religion |  | not stated |
| **religious context** |  |  |  |  |  |  |  |  |  |  |
| **City of Derby** | **248,752** | **131,129** | **822** | **2,198** | **110** | **19,006** | **8,891** | **985** | **68,668** | **16,943** |
| **Derbyshire** | **769,686** | **489,668** | **1,530** | **1,377** | **363** | **2,210** | **2,316** | **2,905** | **215,158** | **54,159** |

Select figures for religious affiliation from the 2011 Census, providing a context for RE in the city, and the region.**Commentary*** We need Religious Education to prepare young people for life in the village, county, region, nation and world.
* Diversity is not always evident in every part of the city or the region, but pupils might learn much from seeing this regional picture and understanding it.
 |
| **The aim(s) of RE**The threefold aim of RE elaborates the principal aim.The curriculum for RE aims to ensure that all pupils:1. **Know about and understand a range of religions and worldviews1, so that they can:**
	* describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
	* identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom2 found in religions and worldviews
	* appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. **Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
	* explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
	* express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
	* appreciate and appraise varied dimensions of religion.3
3. **Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**
	* find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
	* enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
	* articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.
 |

There are also 3 Enrichment days over a 7 – year cycle, covering a range of faiths and festivals. (See Enrichment Calendar for further information.)

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **YR** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| Beliefs, Teachings, sources of Wisdom and Authority | Talk about a religious story. | Retell a religious (e.g. Christion, Hindu etc.) story and talk about it. | Retell a religious story and suggest meaning to some religious and moral stories. | Describe what a believer might learn from a religious story/text.Reflect and respond thoughtfully. | Make links between the beliefs of the different religions studied and show how they are connected to believers’ lives. | Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. | Describe, connect and explain different features of religion and world views in terms of celebration, worship, pilgrimage and the rituals which mark important points in peoples’ lives. |
| Ways of living | Talk about some belonging ceremonies (e.g. Christenings). | Recall and name different beliefs and practice, including festival, worship ritual and way of life. | Ask and respond to questions about why religious communities do different things. | Describe and begin to make links between some of the things that are the same and different for religious people. | Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. | Begin to explain with reasons, the meaning and significance religion/faith to individuals and communities.  | Understand and explain how concepts/beliefs resonate in their own life, and in the life of a believer and how this impacts on the way they and a believer chooses to live their lives. |
| Ways of expressing meaning | Talk about religious symbol. (E.g. star at Christmas.) | Recognise religious art, symbol and words and talk about them. | Recognise that religious symbols, words and actions express a community way of living.  | Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning. | Verbalise and/or express their own thoughts about beliefs, ways of living and expressing meaning, using a range of media.  | Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found between and within religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value. | Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers. |
| Questions of Identity, Diversity and Belonging | Talk about their family. | Begin to ask questions about faith communities in their school. | Notice and respond sensitively to some similarities between different religions and world views. | Compare their own understanding of belonging with that of someone else’s.Identify similarities and differences. | Verbalise their own understanding of concept/belief e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people | Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect. | Consider the challenges and impact of belonging to a religion today with reference to our own and other people’s views on human nature and society, supporting those views with reasons and examples. |
| Questions of Meaning, purpose and truth | Say how they feel when they are happy or sad.  | Think about the special things that happen to them and others. | Express questions about meaning and truth.Discuss sacred writings and sources of wisdom. | Ask important questions about life and compare their ideas with those of other people.  | Begin to apply their own and others’ ideas to a given question and support their viewpoint with facts and evidence. | Represent the views of others about meaning, purpose and truth. | Use reasoning and examples to express confidently insights into their own and others’ views on questions about the meaning and purpose of life and the search for truth. |
| Questions of Values and Commitments | Say why their family is important to them.  | Think about what is important to them and to other people. | Begin to express their ideas and opinions and to recognise there could be more than one answer. | Link things that are important to them and other people with the way they think and behave. | Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. | Apply and express their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. | Use reasoning and a range of examples to express insight into the relationship between beliefs, teachings and world issues.Reflect their own ideas. |