

RE Agreed Syllabus

Aims:

The Birmingham Religious Education syllabus takes seriously the overarching aims set out for education as a whole in 1988 Education Reform Act. These are as follows:

The curriculum for a maintained school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which:

1. Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
2. Prepares such pupils for the opportunities, responsibilities, and experiences of adult life.

In other words, the Religious Education syllabus primarily develops (a) pupils and (b) society. This takes the main focus away from religious traditions as such and sees these traditions more as a means to realising the overarching aims, i.e. Religious Education develops pupils/society and is not Religious

Studies.

The requirement that the curriculum be 'balanced and broadly based' is addressed by the self-conscious use of faith and religious traditions in complementing other subjects to address the overarching educational aims. Religious Education does not claim an exclusive responsibility for any aspect of the overarching aims of the basic curriculum, i.e. Religious Education recognises that other subjects also have a responsibility for all of these aims. A consequence is that Religious Education confines itself to the contribution that faith and religious traditions alone may bring, i.e. Religious Education does not seek to represent secular humanism and atheism.

Pupils:

Pupils are seen holistically and as being more than intellects. Five aspects are kept in mind:

1. cognitive (thinking)
2. affective (feeling)
3. conative (willing)
4. Skills

5. social/communal

A positive view of society and responsibility for the quality of its communal life is to be encouraged.

Key social aspects are:

1. partnership with parents and religious communities
2. reflecting key social values
3. responsibility for social cohesion

Focus:

The delivery of the religious subject matter is designed to cultivate 24 dispositions taught by way of a spiral curriculum over two year cycles.

The dispositions have been defined by agreement amongst all religious traditions to be:

24 dispositions	KS3	STAFF	KS4/5	STAFF
1. •Imaginative and Explorative	<p>Art Year 7,8,9– exploring new techniques and processes to generate work</p> <p>MFL: Year 7 French & Spanish, Composite 3&4. Free time activities, hobbies and sports. Cultural traditions and gastronomy.</p>	MHA AH OCR	<p>English Yr10 Autumn 2/Spring 1 -</p> <p>Art – exploring new techniques and processes to generate work</p>	MHA AH
2. • Appreciating Beauty	<p>English Yr 9 Spring 1 + 2 – Romeo and Juliet</p>	HWA	<p>English Duncan appreciating Lady Macbeth’s kindness and expressing joy by showing gratitude.</p>	HWA
3. • Expressing Joy	<p>English Year 7 Autumn 1 and 2</p>	HWA		

4. • Being Thankful	RE Curriculum		English Macbeth- showing Gratitude towards Duncan's graciousness.	HWA
5. • Caring for Others, Animals and the Environment	English Yr9 Autumn 1 + 2 Jane Eyre Geography Climate change Y7 A2 RE Animal Cruelty Yr 9	HWA HP	Geography: Ecological change MFL: Year 10 Spanish & French, Composite 3,4 &5: Town, Environment and Social Issues	OCR
6. • Sharing and Being Generous	English Yr9 Autumn 1 + 2 Jane Eyre RE Wealth vs Poverty Yr 8	HWA HYA	History- Living Under Nazi Rule	
7. • Being Regardful of Suffering	English Yr7 Autumn 1 + 2 Oliver Twist RE Moral and Natural Suffering – Yr 9	HWA HP	MFL: Year 10 Spanish & French, Composite 5: Social Issues	OCR
8. • Being Merciful and Forgiving	English Yr9 Autumn 1 + 2 Jane Eyre	HWA		
9. • Being Fair and Just	English Yr7 Autumn 1 + 2 Oliver Twist	HWA	English	HWA

	<p>Yr9 Autumn 1 + 2 Jane Eyre</p> <p>PE When making decisions as an official in various sports, and when being a team leader to ensure team mates are used successfully.</p> <p>RE Civil Rights – Yr 9</p>	<p>JCO</p> <p>HYA/HP</p>	<p>Duncan is seen as a King who is virtuous and has borne his office without any prejudices.</p> <p>PE When making decisions as an official in various sports. OCR Sport studies Unit RO52.</p> <p>RE Theme E Crime and Punishment – Yr 10</p>	<p>JCO</p> <p>HYA/HP</p>
10. • Living by Rules	<p>Art/Food/DT - abiding by the rules set out for the environment pupils are working in. Following set routines for the classroom and preparation of a practical lesson</p> <p>History Year 7 - English Civil War</p> <p>PE Playing within the rules and regulations is taught and expected across all sporting activities.</p> <p>RE Holy Books Yr 7 Religious Role Models Yr 8</p>	<p>AH ASU MHA SBW</p> <p>JDV</p> <p>JCO</p> <p>HYA</p>	<p>Art/Food/DT - abiding by the rules set out for the environment pupils are working in. Following set routines for the classroom and preparation of a practical lesson</p> <p>History KS4 Life Under Nazi rule & The Norman Conquest</p> <p>PE Playing within the rules and regulations is taught and expected across all sporting activities</p>	<p>AH ASU SBW MHA</p> <p>JDV</p> <p>JCO</p>
11. • Being Accountable and Living with Integrity	<p>PE Students are taught to be accountable for their actions in a sporting context, abiding by the rules, and playing fairly.</p>	<p>JCO</p>	<p>English Macbeth and Lady Macbeth are accountable for their sin and have to lose their lives to pay for it .</p> <p>Geography Environmental disasters</p>	<p>NBR</p>

	RE Morals and Ethics – Yr 9	HP	PE Students are taught to be accountable for their actions in a sporting context, abiding by the rules, and playing fairly.	JCO
12. • Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment	English Yr7 Autumn 1+2 Oliver Twist RE Buddhism Yr 7	HWA HYA	English Yr10 Spring2/Summer1 An Inspector Calls	NBR
13. • Being Modest and Listening to Others	RE Curriculum Controversial topics based on our opinions	HP	English Yr10 Spring2/Summer1 An Inspector Calls	NBR
14. • Cultivating Inclusion, Identity and Belonging	English Yr7 Autumn 1+2 Oliver Twist, Spring 1+2 A Midsummer Night’s Dream, Summer 1+2 Poetry Yr9 Autumn 1 + 2 Jane Eyre	JCW		
15. • Creating Unity and Harmony	English Yr8 summer 1 + 2 Animal Farm	HWA		
16. • Participating and Willing to Lead	Performing Arts Students work in groups. They have to be willing to suggest ideas to their group. PE Participation is expected within all PE lessons, using different forms where necessary	KTA, SH, JCO	Performing Arts Become the role of a choreographer or director. PE Participation is expected within all PE lessons, using different forms where necessary (coach/official etc).	KTA, SH JCO

	(coach/official etc). Students are given the opportunity within lessons to show leadership and volunteer to lead.		Students are given the opportunity within lessons to show leadership and volunteer to lead.	
17. • Remembering Roots				
18. • Being Loyal and Steadfast	English Yr7 Autumn 1+2 Oliver Twist	JCW		
19. • Being Hopeful and Visionary				
20. • Being Courageous and Confident	English Yr7 Autumn 1+ 2 Oliver Twist PE Students show courage by attempting activities they are not confident in or have limited exposure to. This happens through all PE activities, varying from a somersault in trampolining to being a goalkeeper in football.	JCW HW JCO	English Yr10/11 - speaking and listening component English Yr10 Autumn 2/Spring 1 – Macbeth PE Students show courage by attempting activities they are not confident in or have limited exposure to. This happens through all PE activities, varying from a somersault in trampolining to being a goalkeeper in football.	NBR HW JCO
21. • Being Curious and Valuing Knowledge	English Yr8 Autumn 1 + 2 ART- having the initiative to be inspired and curious to create new work.	JCW MHA AH	ART- having the initiative to be inspired and curious to create new work. English Yr10 Spring 2/Summer 1 – An Inspector Calls	MHA AH
22. • Being Open, Honest and Truthful	PSHE – KSE – Who do I want to be? What makes me unique? Both	SO	English Yr10 Spring 2/Summer 1 – An Inspector Calls	HWA

<p>23. • Being Reflective and Self-Critical</p>	<p>Performing Arts – Watching own work back, and watching others – suggest ideas for improvement and be able to show the capacity to improve.</p> <p>Art/DT/Food - Self-reflection on work created and be able to suggest improvements</p> <p>PSHE Throughout the PSHE curriculum the Students are encouraged to reflect on their development of new attributes skills and knowledge.</p> <p>PE Students reflect on theirs and others performance, and are given the opportunity to suggest how to improve in all lessons.</p>	<p>KTA, SH, LHO, CMA</p> <p>MHA SBW AH ASU SO</p> <p>JCO</p>	<p>English Macbeth having contemplated regicide refuses to go forth with the murder as he being the host deems his responsibility to protect Duncan and not be a threat to him .</p> <p>Performing Arts – Watching own work back, and watching others – suggest ideas for improvement and be able to show the capacity to improve.</p> <p>Art/DT/Food - Self reflection on work created and be able to suggest improvements</p> <p>PE Students reflect on theirs and others performance, and are given the opportunity to suggest how to improve in all lessons.</p>	<p>HWA</p> <p>KTA, SH, LHO, CMA</p> <p>MHA SBW AH ASU JCO</p>
<p>24. • Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence</p>	<p>English Sherlock Holmes and the art of introspection and how he applies this to his crime solving skills.</p> <p>PSHE KS3 explores methods and tactics to promote positive mental health practices this includes the practice of stillness, meditation, and a journey to becoming more self-aware.</p>	<p>HWA</p> <p>SO</p>		

Support:

The Agreed Syllabus is supported by:

a website - www.faithmakesadifference.co.uk is an active teaching tool, incorporating non-statutory schemes of work and lesson plans, available to all, including religious communities.

2. DVDs - Faith makes a difference, with: (a) 48 short films to illustrate how religious communities exhibit or support the dispositions, directed at two levels:

1. initial and 2. advanced, (b) two continuing professional development films, one for primary and one for secondary school teachers.

(c) materials specific to Key Stage One.

3. films devised to inform and educate (a) parents and (b) religious communities about the nature and character of religious education to be offered in schools.