



Birmingham
SACRE
Standing Advisory Council
on Religious Education

THE BIRMINGHAM AGREED SYLLABUS
FOR RELIGIOUS EDUCATION 2022

TEACHER PLANNING TOOLS
CONTENT OVERVIEWS

A SUMMARY OF CONTENT AVAILABLE TO TEACHERS
ARRANGED BY DISPOSITION

The Birmingham Agreed Syllabus for Religious Education: Content Overview

Disposition	Being Imaginative and Exploratory			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	God is perceived in both similar and distinct ways by different religious traditions.	The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.	Artistic freedom and the freedom of thought are highly valued in modern day Britain. This unit raises questions about limitations imposed by religious traditions.	Traditions provide teachings, guidance and expressions for being imaginative. The extent to which these are realistic and pragmatic depends on their use by adherents
Learning From Experience	Activities to encourage the use of the imagination.	Pupils discuss the basis of a scientific world view - empirical evidence. They consider what is needed, when confronted by opposing views, to be confident of what is true.	Activities and discussion about the source of (artistic) thoughts and ideas. Pupils explore the uniqueness of imagination / creative thought.	Discussion about how students imagine a perfect world to be
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Sikhism – the oneness of God, God as ‘do-er’ • Hinduism – one God in many forms • Humanism- “Here We Are” by Oliver Jeffers- Learning About The Planet/ “Older Than The Stars K.C. Fox • Islam – belief in one God (Allah) with 99 names of Allah • Christianity – imagery to describe God 	<ul style="list-style-type: none"> • Sikhism/Islam/Christianity/Buddhism/ Judaism views about beauty. • Scientific worldview: diversity and uniqueness in the natural world. • Non-religious view of the origins of life. The big bang theory. • Christian/Islam/Judaism – intelligent design theory. • Explore several creation stories drawn from a number of different religious and non-religious traditions including those represented by the pupils in the class. 	<ul style="list-style-type: none"> • Christianity – the use of art in worship • Places of worship in Birmingham – to explore different approaches to the use of art in religious buildings. • Islam – tessellating patterns • Hinduism – sacred dance • Christianity- the physical portrayal of Jesus - in art. • Humanism- Creative Freedom found in non-religious art forms 	<p>Religious use of art</p> <ul style="list-style-type: none"> • Christianity – representation of Jesus in art • Christianity – Christian teaching through art • Islam – Muslim belief about art and Islamic art • Hinduism – Features of Hindu art • Christianity and Islam – the use of angels in art <p>Honest Living</p> <ul style="list-style-type: none"> • Christianity - use of talents and the importance of using them • Humanism- the importance of living honestly

				<ul style="list-style-type: none"> • Buddhism – teachings on the importance of calmness and the negativity of anger • Sikhism – Guru Nanak’s teaching on equality and honest living • Islam – teaching of the Prophet Muhammad in regard to women • Judaism – Tu Bi Shevat - the festival of trees • Hinduism – teachings on living a good life
Learning From Faith and Non-Religious Worldviews	How do I make sense of the world around me?	Can I see purpose in the world around me? (creation)	Do I consider creativity to be linked to spirituality?	What can the answers Traditions give to life’s problems help me with?
Learning to Discern	Should I insist on one way of looking at the world? Is my way of seeing the only one?	Is it ok to impose a worldview (religious or otherwise): to insist that the one way of seeing things (imagining, appreciating, explaining) is right and all other views are wrong?	Is it ok that some forms of artistic expression are not permitted in some traditions?	Is it helpful to be imaginative or should I be pragmatic about situations I find myself in?

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Disposition	Appreciating Beauty			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Appreciating beauty can take many forms	The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.	The Lord's prayer – an introduction.	Religious codes of dress and conformity impact on what we consider to be normal and accepted in a visually driven society
Learning From Experience	Appreciating beauty through the five senses	Pupils discuss the basis of a scientific world view - empirical evidence. They consider what is needed, when confronted by opposing views, to be confident of what is true.	Activities and discussion to explore the beauty found in words – their meaning and their patterns/rhythms.	Explore the importance of dress and conformity in light of 'What does society consider to be beautiful?'
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Multi – people from a range of religious traditions talking about where they see beauty - film • Christianity – beauty leads to praising God (Psalm 8) • Islam – the story of Bilal and the call to prayer (the Adhan) • Islam – the Adhan – Call to prayer recorded from Birmingham Central mosque - film 	<ul style="list-style-type: none"> • Sikhism/Islam/Christianity/Buddhism/Judaism – views on beauty. • Scientific worldview: diversity and uniqueness in the natural world. • Non-religious view of the origins of life. The big bang theory. • Christian/Islam/Judaism – intelligent design theory. • An opportunity to explore several creation stories drawn from a number of different religious and non-religious traditions including those represented by the pupils in the class. 	<ul style="list-style-type: none"> • Christianity – the Lord's prayer. The story of how it was given; it's intrinsic beauty; the relationship it describes; and the phrase by phrase meaning. 	<p>Belief and Dress</p> <ul style="list-style-type: none"> • The importance of non-religious belief and dress • Islam – dress codes and inclusion • Islam – dress codes and modesty • Christianity – liturgical dress • Christianity – Salvation Army and uniform • Sikhism – the significance of the 5 Ks • Jainism – dress for the importance of Ahimsa

Learning From Faith and Non-Religious Worldviews	How does this make you feel? (eg the beauty of prayer)	Can I see purpose in the world around me? (origins of the universe)	How does <i>this</i> make you feel? (eg the beauty of prayer)	Is beauty 'skin deep' or beyond appearances?
Learning to Discern	How do you know when something is beautiful?	Is it ok to impose a worldview (religious or otherwise): to insist that the one way of seeing things (imagining, appreciating, explaining) is right and all other views are wrong? Where is beauty? Is it only in things that can be seen?	What is the downside to saying <i>some</i> things are beautiful?	Is it good that different people have different views on what is beautiful?

Disposition	Expressing Joy			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Joy can be found in the anticipation of and preparation for future events.	Expressions of joy are often in response to (or anticipation of) blessings. Joy can be expressed by individuals and by whole communities.	Religious joy is often, but not always about partying. In many Traditions joy can also be found in self-denial and obedience.	Joy and sadness can be found in many aspects of life and expression; whether that be festivals, pilgrimage, aspects of teaching or just being part of one common humanity
Learning From Experience	Activities and discussion reflecting on what makes us happy and; how do we look forward to and prepare for something special.	From discussion pupils explore 'joy': a happiness not always reliant upon prosperity now.	Consider the wide spectrum of religious, non-religious and cultural expressions of joy in Birmingham.	What things in life make us joyful? What things in life make us sad?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity - The story of the angels bringing news of Jesus' birth (Luke 1: 26-28) • Christianity - The story of the shepherds at Jesus' birth (Luke 2: 1-20) • Christianity – A play of the Christmas story through the eyes of Angel Gabriel - film • Islam – The birth of Prophet Isa (Jesus) (Qur'an 13-14) • Humanism- Exploring the Happy Human symbol. 	<ul style="list-style-type: none"> • Hinduism - The story of Diwali; • Hinduism - Good triumphing over evil - message of Diwali; • Hinduism - celebrating Diwali - • Hinduism – new year, fresh start, renewal. • Hinduism - art relating to Diwali – diva lamps – rangoli patterns 	<ul style="list-style-type: none"> • Christianity, Islam & Judaism – expressions of joy in worship; • Islam – 5 pillars – Sawm – why fasting during Ramadan is considered a joy. • Islam - Eid-ul-Fitr - celebration marking the end of Ramadan • Islam - Eid-ul-Adha- celebration marking the end of Hajj 	<p>What happens when we die?</p> <ul style="list-style-type: none"> • Christianity – events of Jesus' trial • Christianity – crucifixion and resurrection and importance for Christians today • Christianity – different gospel accounts of resurrection of Jesus • Humanism- value of human life, no evidence for life after death, a humanist funeral • Buddhism – events in the life of the Buddha • Buddhism – teachings of the Buddha - Four Noble Truth, Eight Fold Path, 5 precepts • Buddhism – the impact of the life of the Buddha on the lives of Buddhists

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<p>Learning to Discern</p>	<p>Is it ok to join in with someone else's celebration? Who can join in and celebrate Christmas? Can I celebrate eg Diwali or Eid if I don't belong to the tradition?</p>	<p>Are some celebrations more cultural than religious? Why do many people celebrate Diwali? Is the celebration only religious? Do some people who are not religious celebrate Diwali? Is that OK?</p>	<p>To what extent is it ok to join in with celebrations from traditions not my own? If I am not Muslim, can I celebrate Eid? What reasons could there be?</p>	<p>Are there times when I choose to be joyful even if I don't feel happy?</p>
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The Birmingham Agreed Syllabus for Religious Education: Content Overview

Disposition	Being Thankful			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Giving thanks to God and to others is important.	Religious Traditions teach that God is the ultimate supplier of all our needs, and as such deserves thanks.	Heartfelt gratitude is more than mere 'manners'. It can lead to radical changes in behaviour.	Understanding how adherents respond with thankfulness toward the events in the lives of significant people
Learning From Experience	Activities and discussion to explore when and why we say thank you.	Explore whether people can be self-sufficient by considering where our food comes from.	Discuss what being thankful looks like. Compare polite words said by habit and heartfelt gratitude.	Discuss for whom or what are we thankful
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – Harvest festival • Christianity – Thank you prayers • Islam - Daily life and prayers reflecting thankfulness • Humanism- What makes us special? 	<ul style="list-style-type: none"> • Christianity - Harvest Festival - consider why Christians thank God at Harvest time; • Christianity – How today's harvest festivals meet modern day needs; • Humanism- naming ceremony, giving thanks for a new life; • Islam – Explore the concept that parents are gifts from Allah (God); • Islam – Introduce the six pillars of Imaan (belief) 	<ul style="list-style-type: none"> • Christianity - Giving thanks by actions is one indication of a living faith– James 2; • Christianity - Giving thanks by words – Hannah's prayer 1 Samuel 2; • Christianity - Giving thanks by worship - linking Psalms and modern worship songs; • Christianity - Giving thanks by money – story of the generous widow – Mark 12; • Islam - Giving thanks by actions; • Islam - Giving thanks by words; • Islam - Giving thanks by worship; • Islam - Giving thanks by money. 	<p>What happens when we die?</p> <ul style="list-style-type: none"> • Christianity – events of Jesus' trial • Christianity – crucifixion and resurrection and importance for Christians today • Christianity – different gospel accounts of resurrection of Jesus • Humanism- What happens when we die? Value of human life, no evidence for life after death, humanist funeral • Buddhism – events in the life of the Buddha • Buddhism – teachings of the Buddha - Four Noble

				<p>Truth, Eight-Fold Path, 5 precepts</p> <ul style="list-style-type: none"> • Buddhism – the impact of the life of the Buddha on the lives of Buddhists
Learning From Faith and Non-Religious Worldviews	When and why do I say thank you?	Am I a thankful person?	How and to whom do I show gratitude?	Why is it a positive thing to respond to thankfulness with action?
Learning to Discern	Do we ever say things and not mean them? Are there other ways to show thankfulness?	<p>Is thanking others simply polite, or more important than that?</p> <p>How does my being thankful affect me? How does my being thankful affect others?</p>	If I am just thankful for what I have, and ignore others who don't have as much, is that OK?	Why is it a positive thing to be thankful?

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Disposition	Caring for Others, Animals and the Environment			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	The natural world is both beautiful and vulnerable. Everyone has a role in caring for it.	Caring for others, animals and the environment is a recognition of responsibility. Practises designed to meet these responsibilities exist in many traditions.	The family unit is the primary caring structure in society. Traditions acknowledge this in wedding services and marriage practises.	Caring for others can start by understanding shared common humanity and understanding reasons why we should care
Learning From Experience	<p>Activities and discussion to enable an appreciation of the world around us</p> <ul style="list-style-type: none"> • Multi - appreciation of and care for animals and the environment - film • Activities to promote an understanding the vulnerability of the natural world 	<p>Activities and discussion planned to create the link from caring to accountability. If we care we should also 'do something'.</p>	<p>Activities and discussion sharing a wide range of experiences of 'weddings'. Pupils to explore the difference between 'wedding' and 'marriage'. These terms not limited pupils also discuss other forms of family unit.</p>	<p>Discuss ways in which we show others that we care about them</p>
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Sikhism – appreciation of the natural world through the morning prayer – The Japji Sahib • Humanism- caring for the natural world- starfish on the beach story 	<ul style="list-style-type: none"> • Christian – Genesis 1:28 – humanity is appointed to be 'stewards' over the animal kingdom • Buddhism – 5 Precepts- teaching on not harming living things • Jainism – teaching on caring for the environment – Ahimsa: the principle of non-violence 	<ul style="list-style-type: none"> • UK practise of civil and religious 'marriage' ceremonies • Islam – Nikkah (Islamic marriage ceremony) • Islam – marital arrangements – Mahr • Islam – difference in cultural practise across Islam world • Humanism- importance of love and support, wedding ceremonies, 	<p>What makes us human?</p> <ul style="list-style-type: none"> • Religious and non-religious responses to being human and making decisions • Humanism- humans have rights and responsibilities to give meaning to their lives, what makes us human? • Islam – The 5 Pillars – promoting being human • Jainism – the blind men and the elephant story

			<p>celebration of two people</p> <ul style="list-style-type: none">• Christian – the biblical basis of Christian marriage• Christian vows – the marriage covenant	<p>and the concept of non-absolutism</p> <ul style="list-style-type: none">• Buddhism – enlightenment and teachings• Sikhism – Khalsa Aid• Christianity – religious identity <p>Creation stories and the environment</p> <ul style="list-style-type: none">• Reflect on how traditions believe the world began – various reaction stories could include – Rainbow Snake, Pan Ku• Native American teachings about how the world began and how this reflects relationship with nature. The teaching of Chief Seattle• Christianity – teaching on stewardship – Genesis 2.4-3.24• Hinduism and Jainism – teaching on non-violence• Responding to creation stories and non-religious narratives calling for caring for the environment
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				<ul style="list-style-type: none"> • Evolution- Charles Darwin and Richard Dawkins
Learning From Faith and Non-Religious Worldviews	What would it be like if no one cared for the world?	What would it be like if no one cared for me or my world?	The fundamental basis for a caring society is often found within family units. The family unit is highly valued in most traditions	What do I need to do to truly care for others?
Learning to Discern	Is there ever a time when I feel I should not show concern for others?	Is there a time when I feel I should not show concern? Can people go too far in showing concern? How far is too far? How far would I go?	What are the good things about families? What can the difficulties be?	Are there times when I need to prioritise my own needs ahead of those of other people?

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Disposition	Sharing and being Generous			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Both giving and receiving are important.	Giving and sharing is an important part of living in society. Giving is a high priority in most traditions	Giving can take the form of hospitality or volunteering	Worship and religious observance can be used to demonstrate the generosity of religious adherents.
Learning From Experience	Discussion about what it is like to give and receive presents.	Discussion and activities that demonstrate everyone can share (not everything costs money). Story – non-religious Rainbow Fish – relating to sharing to happiness	Activities and discussion about what has ‘value’ (eg. sentimental attachment rather than monetary value).	Discussion about how we show generosity in many forms
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Christianity - the tradition of present giving Christianity - the meaning of the gifts (gold, frankincense and myrrh) given to Jesus Christianity - the reason Christians give gifts at Christmas Christianity – pilgrimage through Birmingham looking for Christmas symbols – film and photograph resources Islam – Prophet Isa 	<ul style="list-style-type: none"> Christian story of the Rich Fool Ancient Egyptian practice of burial with all worldly goods Sikhism – story of Duni Chand and the needle Islam – Pillars 3 – Zakah. Muslim practise of giving Zakah and charity Christian practise of harvest festival 	<ul style="list-style-type: none"> Christian – story of Mary and Martha Christian – early Church practise of sharing (Romans 12) Sikhism - langar – the practise of hospitality Sikhism – Sewa – the practise of free service Non-religious volunteer work 	<p>What is worship?</p> <ul style="list-style-type: none"> The importance of worship and the impact that it has on a believer Sikhism – how Sikhs worship by serving others Buddhism – worship through meditation Hinduism – examination of worship at home and worship at the Mandir Islam – Pillar 2 – obedience demonstrated through worship Judaism – Seder and worship <p>Festivals</p> <ul style="list-style-type: none"> Hinduism and Diwali

				<ul style="list-style-type: none"> • Islam – Eid ul Fitr • Islam Eid ul Adha • Judaism – Pesach • Christianity – Pentecost <p>Human Rights and Responsibilities</p> <ul style="list-style-type: none"> • Christianity – Birmingham Christians supporting refugees • Christianity Birmingham Christians supporting the homeless – St Basil’s • Islam – Birmingham Muslims supporting people in need – soup kitchen and Islamic Relief • Islam – response to human rights • Humanism- Non-religious giving • Sikhism – Guru Nanak and human rights • Sikhism – the role of Sangat
Learning From Faith and Non-Religious Worldviews	Do I like to give or receive presents? Am I rich enough to share?	Do I like to give or receive presents? Am I rich enough to share? How rich do I need to be to share?	Am I hospitable? Do I ever volunteer?	How can I show generosity to others?
Learning to Discern	Is there ever a point when I should stop giving? If I give everything away, then who looks after me?	Is spontaneous and extreme giving a good thing? What about if a person gives away everything	Do our motives for giving or serving make any difference to the giving or service?	What are appropriate ways of sharing and being generous?

		they have and can't look after their family?		
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Disposition	Responding to Suffering			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	The pain and suffering of others can instigate positive responses from people.	An exploration of the strong motivations within traditions for the relief of prima facie suffering eg poverty	Deeper exploration of motivations to relieve suffering	Narratives about how the world began and teachings about peace and conflict can be the catalyst for action against injustice, suffering and extremism.
Learning From Experience	Discussion and activities to enable reflection on physical and emotional pain.	A series of discussions in order to lead pupils from pain/suffering to empathy for the suffering of others	A series of discussion stimuli in order to widen pupils' understanding of suffering	Discuss examples of suffering that has been seen in recent history
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – the story of Jairus' daughter (Mark 5) • Christianity – the work of Birmingham City Mission - film • Islam – Prophets' use of miracles • Islam – the work of Islamic Relief – film 	<ul style="list-style-type: none"> • Islam – Pillar 3 Zakah and Pillar 4 Sawm • Islam – Muslim teaching (Hadith) about practise of empathy • Islam – Islamic Relief faith in action • Humanism- 'The Golden Rule' and responding to others altruism, practical action • Christianity – Easter story (Mark 14-16) • Christianity -various reactions to the events of the Easter story 	<ul style="list-style-type: none"> • Christianity – Easter story (Mark 15) with emphasis on the separation of Jesus from God 	<p>Peace and Conflict</p> <ul style="list-style-type: none"> • Exploration of different types of war • Islam – understanding the meaning of Islam and teachings about war and violence • Christianity – teachings about peace and conflict. • Concepts of Just War and pacifism • Christianity – teaching and practice of Desmond Tutu • Humanism- just war- Richard Norman and Bertrand Russell • Sikhism – principles of a Just war

		<ul style="list-style-type: none">• Christianity – explanation of the Christian beliefs that underpin the Easter story		<p>The role of forgiveness in resolving conflict</p> <p>Religious extremism</p> <ul style="list-style-type: none">• To understand reasons for extremism• Islam – submission and peace• Islam teachings on peace in the light of 7/7• Christianity – the teaching of the Good Samaritan in the light of the Rwandan civil war• Christianity – Desmond Tutu and apartheid• Christianity – justice through examining the life of Maria Gomez <p>Creation stories and the environment</p> <ul style="list-style-type: none">• Reflect on how traditions believe the world began – various reaction stories could include – Rainbow Snake, Pan Ku• Native American teachings about how the world began and how this reflects relationship with nature. The teaching of Chief Seattle• Christianity – teaching on stewardship – Genesis 2.4-3.24
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				<ul style="list-style-type: none"> • Hinduism and Jainism – teaching non-violence • Responding to creation stories and narratives calling for caring for the environment. <p>The Problem of Evil and Suffering</p> <ul style="list-style-type: none"> • Non-religious – concepts of natural and moral suffering • Judaism – response to the problem of evil. The story of Job • Christianity – teachings and responses to the problem of evil – The Fall/ the crucifixion • Islam –teachings and response to suffering • Buddhism – teaching and responses to suffering – the story of Kisa and the mustard seed • Religious and non-religious responses to suffering including Oxfam, Islamic Relief, Christian Aid, Tzedek, The Karuna Trust
<p>Learning From Faith and Non-Religious Worldviews</p>	<p>How do I respond when others are in hurt or in pain?</p>	<p>How do I respond when I or others are hurt or are in pain?</p>	<p>How do I respond to suffering of others?</p>	<p>How should I respond to the needs of those who are suffering?</p>

Learning to Discern	Can I help <u>everyone</u> who is in pain or sad? If I can't, then how do I choose?	Is it important to help people in pain?	When does the suffering of others cause me suffering? Is this OK? When is it too much?	How do I cause/contribute to suffering?
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The Birmingham Agreed Syllabus for Religious Education: Content Overview

Being Merciful and Forgiving				
Disposition				
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Being merciful towards and forgiving of others is important.	Forgiveness is the restoration of relationship despite hurt caused.	Mercy is the removal of the threat of punishment despite the offence given.	Forgiveness affects our relationships with others. Traditions' teaching and practices shows the importance of forgiveness even in the extremes of war and conflict. Pilgrimage can sometimes be undertaken as part of an act of atoning for forgiveness.
Learning From Experience	Activities to begin to understand concepts of mercy and forgiveness.	Activities and discussion to explore the relative difficulty of seeking and/or giving forgiveness	Discussion to explore the relationship between crime and punishment	Reflecting on instances of forgiveness in our lives
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – the parable of the Prodigal Son (Luke 15) • Christianity – the parable of the unmerciful servant (Matthew 18) – film 	<ul style="list-style-type: none"> • Christianity – story – unforgiving servant • Christianity – true life stories of forgiveness • Christianity – Bible story – Joseph forgiving his brothers (Genesis Ch 30-50) • Christianity – Easter story – forgiveness of thief on the cross (Luke 23) 	<ul style="list-style-type: none"> • Christianity – C.S. Lewis 'Narnia' allegory of Jesus' sacrificial death • Christianity – Gospel account of crucifixion (Mark 16) • Christianity – Bible story of unforgiving servant (Matthew 18) • Christianity/Islam/Jainism the importance of forgiveness in each religious tradition 	<p>Pilgrimage</p> <ul style="list-style-type: none"> • Islam - The 5 Pillars – Hajj • Christianity – Lourdes • Hinduism – Varanasi • Sikhism – Amritsar • Buddhism – Lumbini and Bodh Gaya and stupas <p>Forgiveness</p> <ul style="list-style-type: none"> • The importance of forgiveness (religious and non-religious) • Christianity – Christian teaching on forgiveness

				<ul style="list-style-type: none"> • Christianity – examples of Christian forgiveness • Jainism – teachings and importance • Islam, Hinduism, Buddhism, Judaism, Sikhism – teachings on forgiveness and practice <p>Peace and Conflict</p> <ul style="list-style-type: none"> • Exploration of different types of war • Islam – understanding the meaning of Islam and teachings about war and violence • Christianity – teachings about peace and conflict. • Concepts of Just War and pacifism • Christianity – teaching and practice of Desmond Tutu • Humanism- just war- Richard Norman and Bertrand Russell • Sikhism – principles of a Just war • The role of forgiveness in resolving conflict
Learning From Faith and Non-Religious Worldviews	How do I show love through forgiving others?	How can I show love through forgiving others?	How can I show love through forgiving others?	Why can it be a good thing if I forgive others?

Learning to Discern	When is it hard to forgive someone?	When might it be hard to forgive something?	Are there any conditions for forgiveness? Does the response of the other person matter?	Is forgiveness always possible? Can I forgive on behalf of others?
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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Fair and Just			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	People can choose to act in a fair or unfair manner	Life is unfair	Life is unfair...no matter what your background	Traditions' teachings contain guidance on how to live fair and just lives. Is this goal still attainable in consumerist society where a sense of community is lacking?
Learning From Experience	Whether life is fair or not can sometimes depend on the actions of others	Activities and discussion to spark the pupils' understanding of fairness and justice	Recap activities to focus on discrimination. Discuss a wide range of discriminatory behaviour	Can you think of a situation in the world where people are facing injustice?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Christianity – The story of the wisdom of King Solomon and the two babies (1 Kings 3:16-28) Christianity – the real life story of two refugee children - film Islam - The story of Quaswa the camel 	<ul style="list-style-type: none"> Islam – Pillar 5 – Hajj - The story of the Black Stone Islam – Muslim views of fairness and justice Sikhism – Story - Bandi Chhor Divas 	<ul style="list-style-type: none"> Christianity/Islam - unfairness and injustice Tradition of choice – an example of persecution Christianity – story – woman at the well (John 4) Christianity – explore Jesus' teaching and example of treating others fairly 	<p>Wealth and Poverty</p> <ul style="list-style-type: none"> Religious and non-religious responses - to having/not having wealth Christian teaching on wealth – 1 Timothy 6; Matthew 6; Luke 12; Matthew 25. Sikh teaching on giving Islam - 3rd Pillar – teaching on wealth and giving Zakat - Sadaqah and Qurbani Buddhism - teachings on wealth – the Eightfold Path, right livelihood Hinduism – teachings on wealth in relation to the four purposes of life, the four Varnas, the four stages of life

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Religion and the Media

- Discussion of what constitutes the media
- Advantages and disadvantages of social media
- Christianity - Whether religious people should use social media
- The media and treatment of religious people and founders - Charlie Hebdo event – Christianity Pope Francis – Islam – Muslim Council of Britain – freedom of speech
- Evaluation of whether the media should treat religious people, ideas, religion in a humorous manner – examples from The Simpsons, The Vicar of Dibley, Citizen Khan, Father Ted
- Islam – evaluate media representations of Islam and Muslims
- Moral and ethical issues as presented in soap operas

Passing Judgement

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- Christianity, Islam and Sikhism – teachings about not judging
- Christianity, Islam and Sikhism on sex and how these can be applied to today
- Religious and Non-religious attitudes towards marriage
- Christian and Muslim views on divorce and remarriage
- Christian, Sikh and Muslim teachings and views on same sex relationships
- Christian, Muslim and Sikh teachings and views on the role of men and women

Peace and Conflict

- Exploration of different types of war
- Islam – understanding the meaning of Islam and teachings about war and violence
- Christianity – teachings about peace and conflict.
- Concepts of Just War and pacifism
- Christianity – teaching and practice of Desmond Tutu
- Humanism- just war- Richard Norman and Bertrand Russell

				<ul style="list-style-type: none"> Sikhism – principles of a Just war. The role of forgiveness in resolving conflict
Learning From Faith and Non-Religious Worldviews	Why does it matter whether people behave fairly, or not?	What can I do about unfair situations?	What can I do about unfair situations?	Is it sometimes helpful to know that justice may come at a later point?
Learning to Discern	Is it ever difficult (even impossible) to be fair?	Is it always right to attempt to change unfair situations?	What do I do if I see that being 'fair and just' comes into conflict with what my tradition says?	Is it right to think that eternal justice allows injustice to go unpunished in this lifetime?

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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Living by Rules			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Rules express and facilitate relationship both with the rule-giver and with society	All rules do not always apply to everyone	Some rules originating in religious traditions underpin the rules of law whilst others contradict and conflict with it	Rules, whether statutory or religious affect every aspect of our lives. The extent to which we keep the rules depends largely on our own religious or non-religious viewpoint
<ul style="list-style-type: none"> Learning From Experience 	Activities and discussion to explore pupils' understanding of the importance of rules to the functioning of society.	Activities and discussion to show the complex hierarchy/structure of rules (eg in respect of - education) and how they govern a range of situations/relationships	Rule-making activity designed to stretch the pupils' understanding of the purpose and nature of rules for social government	What rules do we need to follow in our lives?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Islam – Pillar 2 – Prayer – ritual cleansing Sikhism – 5 Ks - tying the turban Judaism – the Torah Judaism – story – the giving of the law Judaism – the purpose of the commands (Mitzvah) Christianity – the story of Moses Christianity – intro to the 10 commandments Christianity – Jesus' key teaching about the law 	<ul style="list-style-type: none"> Christianity - The Ten Commandments given by God; interpreted/explained by Jesus Christianity – Jesus summarised the 10 Commandments into two Christianity – Jesus taught a fresh understanding of law Christianity – the purpose of the law Islam – The 5 Pillars – Salah 	<ul style="list-style-type: none"> Christianity – exploring links between 10 Commandments and UK law- the human construct of rules Traditions and The Golden Rule (treat others as you would like to be treated) Humanism- importance of empathy, compassion, reason and respect 	Morality <ul style="list-style-type: none"> Non-religious and religious - concepts of absolute and relative morality Humanism- Utilitarianism- morality as a human construct- Peter Singer Religious and non-religious views - of the conscience or inner voice Baha'i - reflection and consultation Religious and non-religious views - for and against

	<ul style="list-style-type: none"> • Humanism- The Golden Rule • Islam – 5 Pillars • Islam Pillar 1 – Shahadah • Islam – Pillar 2 - Salah 			<p>abortion including religious views</p> <ul style="list-style-type: none"> • Christianity - views on euthanasia <p>Wealth and Poverty</p> <ul style="list-style-type: none"> • Religious and non-religious responses - to having/not having wealth • Christian teaching on wealth – 1 Timothy 6; Matthew 6; Luke 12; Matthew 25. • Sikh teaching on giving • Islam - 3rd Pillar – teaching on wealth and giving Zakat - Sadaqah and Qurbani • Buddhism - teachings on wealth – the Eightfold Path, right livelihood • Hinduism – teachings on wealth in relation to the four purposes of life, the four Varnas, the four stages of life
Learning From Faith and Non-Religious Worldviews	Could I live without rules?	Could I live without rules?	Could I live without rules?	How does following rules benefit society and me?
Learning to Discern	Is life improved by rules?	How should I decide which rules I should follow?	Should I follow the rules of my tradition when they contradict the law?	What do I do when I am asked to follow rules that I think are unfair and unjust?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Accountable and Living with Integrity			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Reflecting on the integrity of past actions is important for the future	Most traditions adopt a moral code	Some individuals adopt one consistent moral code. Others address questions of morality individually on each occasion	Being accountable and living a good life can be informed by religious teachings about death and the afterlife. Non-Religious Worldviews are informed by making the most of this life
Learning From Experience	Activities to understand the repercussions of not acting responsibly, for example, cheating	Activities and discussion to facilitate self-knowledge and promote discussion of personal integrity	Activities and discussion highlighting inconsistency in stated moral position and behaviour. Pupils begin to explore whether morality is 'absolute' or 'relative'	What does it mean to live with integrity?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – The story of Jonah • Christianity – The story of Zacchaeus • Islam – The story of Yunus 	<ul style="list-style-type: none"> • Islam – story of the temptation of Iblis • Christianity – story of Adam and Eve • Non-religious – a moral tale (The pudding like a night on the sea) • Islam – story of personal accountability 	<ul style="list-style-type: none"> • Christianity – story of Jesus and the woman (Luke 7) • Humanism- one way to be happy is to make others so- Robert Ingersoll • Hinduism – the Hindu practise of treating cows as sacred 	<p>Moral decisions</p> <ul style="list-style-type: none"> • Non-religious and religious - concepts of absolute and relative morality • Humanism- Morality as a human construct- Peter Singer- Utilitarianism- the greatest happiness for the greatest number • Religious and non-religious views - of the conscience or inner voice • Baha’i - reflection and consultation • Religious and non-religious views - for and against

				<p>abortion including religious views</p> <ul style="list-style-type: none">• Christianity - views on euthanasia <p>Wealth and Poverty</p> <ul style="list-style-type: none">• Religious and non-religious responses - to having/not having wealth• Christian teaching on wealth – 1 Timothy 6; Matthew 6; Luke 12; Matthew 25.• Sikh teaching on giving• Islam - 3rd Pillar – teaching on wealth and giving Zakat - Sadaqah and Qurbani• Buddhism - teachings on wealth – the Eightfold Path, right livelihood• Hinduism – teachings on wealth in relation to the four purposes of life, the four Varnas, the four stages of life <p>Human Rights and Responsibilities</p> <ul style="list-style-type: none">• Christianity – Birmingham Christians supporting refugees• Christianity Birmingham Christians supporting the homeless – St Basils
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- Islam – Birmingham Muslims supporting people in need – soup kitchen and Islamic Relief
- Islam – response to human rights
- Humanism- the purpose of life
- Sikhism – Guru Nanak and human rights
- Sikhism – the role of Sangat

Belief and Afterlife

- Religious and non-religious ideas about death and the afterlife
- Humanism- Death as the last phase of life. No evidence for life after death
- Christianity – Christian belief in death and resurrection of Jesus
- Christian belief in the afterlife
- Hinduism and Jainism – teachings and belief about life after death – life, death and rebirth
- Islam – Akhirah (life after death) Barzakh (time between death and judgement)

Learning From Faith and Non- Religious Worldviews	How can people trust me to do the right thing?	Is a personal or religious moral code a good thing? Or not?	How do I deal with difficult (moral) decisions?	Why is integrity a characteristic that I should develop?
Learning to Discern	Can consequences sometimes put me off from doing the right thing?	Could you imagine a situation where having a moral code (religious or not) would be a problem?	How do people or traditions ever change in the light of challenge? How are traditions challenged to change?	Who judges my integrity? Do these people matter?

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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Temperate, Self-Disciplined and Seeking Contentment			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Responses to emotions and feelings can control and modify our behaviour	The impact of any and every 'audience' upon behaviour	Taking personal responsibility for our own behaviour by choosing those who will influence us	Understanding what it means to be human means coming to terms with how we discipline ourselves and how this impacts on trying to achieve contentment
Learning From Experience	Discussion about what influences our behaviour	Activities, role play and discussion to raise pupil awareness of peer pressure and the impact of 'audience'	Activities, role play and discussion about people's responses when in a group under stress	Discussion on when to show self-discipline and whether it is easy to do so
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – the story of Cain and Abel (Genesis 4) • Christianity – fasting during Lent • Islam – fasting during Ramadan 	<ul style="list-style-type: none"> • Christianity/ Hinduism/Jainism/Islam – look at the life of a historical person in relation to their religious views • Christianity – look at the life of a contemporary Christian in relation to their religious views <p>Or</p> <ul style="list-style-type: none"> • Islam – The life of Yusuf Islam <p>Or</p> <ul style="list-style-type: none"> • Sikhism – The Guru Granth Sahib 	<ul style="list-style-type: none"> • Christianity – Turning the other cheek (Matthew 5) • Christianity – Jesus' reaction to injustice (Matthew 27) • Buddhism – Recap Four Noble Truths • Buddhism – explore the Buddhist practise of meditation 	<p>What makes us human?</p> <ul style="list-style-type: none"> • Religious and non-religious responses to being human and making decisions • Humanism- Humans have the right and responsibility to give meaning to their lives • Islam – The 5 Pillars – promoting being human • Jainism – the blind men and the elephant story and the concept of non-absolutism

			<ul style="list-style-type: none"> • Humanism- Accepting personal responsibility for our actions- link to Plato's Ring of Gyges and Harry Potter's invisibility cloak • Baha'I – restrain from criticism of others 	<ul style="list-style-type: none"> • Buddhism – enlightenment and teachings • Sikhism – Khalsa Aid • Christianity – religious identity
Learning From Faith and Non-Religious Worldviews	Is there a right way to act/ behave?	Who influences my behaviour?	Who do I choose/allow to have influence over my behaviour?	What strategies can I learn from traditions what will help me to be more self-disciplined and content?
Learning to Discern	If I only think about myself and how I act and behave, could I forget to think about other people and how they feel?	Is it ever right to question 'expected behaviour'?	Can I envisage situations when following a tradition could lead to behaviour considered by some to be anti-social?	Should I always be content with my situation? Are there times when I have to fight for change?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Modest and Listening to Others			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Listening to others younger and smaller than ourselves can be valuable	We have two ears and one mouth indicating that listening is more important than expressing our own opinions	Explore the Christian view of Easter and key elements of Islam teaching about those events	At the heart of understanding what it means to be human and forming our identity is our ability to interact with and respond to others. How does this impact on the teachings of traditions when they are confronted with aspects of modern life?
Learning From Experience	Activities and discussion to introduce the importance of listening as well as being heard in the context of society as opposed to self	Activities to simulate 'listening to others'. Discussion on the benefits of listening	Activities and discussion to explore the meaning of the words 'pride' and 'humility'	Is it important to listen to the views of other people?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – Jesus at the temple (Luke 2:41-52) • Islam – Suleman and the ant (Qur'an 27: 15-19) • Humanism- Our ability to listen, reason and understand makes us special 	<ul style="list-style-type: none"> • Christianity – the story of the wise and foolish builders (Matthew - 7) • Christianity – historic and contemporary faith and behaviour stories • Islam – Second Pillar – Salah – teaching from Qur'an • Islam – explore practise of 'informal' prayers • Humanism- Willingness to adapt or change a point view when faced with new evidence- design experiment to test a claim on evidence 	<ul style="list-style-type: none"> • Christianity – story of Jesus washing disciples' feet (John 13) • Christianity – the Last Supper and explanation (from 1 Corinthians 11) • Christianity – contemporary celebration of foot washing • Christianity – Jesus' humility (Philippians 2) – especially at the cross • Christianity – Jesus' reward (Philippians 2) • Islam – explore Muslim stories and beliefs of Prophet Isa's (Jesus) ascension 	<p>What makes us human?</p> <ul style="list-style-type: none"> • Religious and non-religious responses to being human and making decisions • Humanism- Humans have rights and responsibilities to give meaning to their lives • Islam – The 5 Pillars – promoting being human • Jainism – the blind men and the elephant story and the concept of non-absolutism • Buddhism – enlightenment and teachings • Sikhism – Khalsa Aid

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Christianity – religious identity

Identity

- Exploration of factors affecting human identity- religious and non-religious
- Sikhism- significance of 5 Ks for Sikhs today
- Islam – wearing of the Hijab
- Judaism – kosher food and identity
- Choice of partner and identity
- Religious and humanist wedding ceremonies

Birmingham and RE

- National and local religious and non-religious data
- Significance of local religious places of worship
- Interfaith projects in Birmingham for example, the faith leaders walk, Sound and Silence, The Feast

Passing Judgement

- Christianity, Islam and Sikhism – teachings about not judging
- Christianity, Islam and Sikhism on sex and how these can be applied to today
- Religious and Non-religious attitudes towards marriage

				<ul style="list-style-type: none"> • Christian and Muslim views on divorce and remarriage • Christian, Sikh and Muslim teachings and views on same sex relationships • Christian, Muslim and Sikh teachings and views on the role of men and women
Learning From Faith and Non-Religious Worldviews	What can I learn through listening to others?	What can I learn through listening to others?	How can I learn to listen respectfully to those who hold different views from me?	What can I learn from the views of traditions?
Learning to Discern	Who do I choose to listen to? When is it important for people to listen to me?	Which messages are important for me to pay attention to? Which messages should I not listen to? How do I support, or encourage others to speak?	Is humility always a good thing?	When do I need to speak out and challenge views I consider to be wrong?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Creating Inclusion, Identity and Belonging			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Naming and welcoming ceremonies offer a sense of belonging and inclusion within the wider community	'External' signs of group identity often signify a deeper sense of belonging	The inner sense of religious identity is hard to display and is sometimes reflected in names	Worship, dress, marking significant events and religious expression are ways in which religious traditions foster a sense of inclusion and identity. This sense of community can extend between different traditions who decide to work together.
Learning From Experience	Activities and discussion to explore children's understanding of belonging within their family, school, city, culture and world	Activities to help pupils focus on the ways we identify as belonging	An exercise in self-awareness where pupils attempt to describe themselves at more than a superficial level	Discuss how people show that they belong to different groups and organisations
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Christianity – Christian naming and belonging rituals – infant baptism - film Islam – Welcoming to the faith ritual Sikhism – Namkaran naming ceremony Humanism- naming ceremony Christianity – Roman Catholic confirmation - film Sikhism – Amrit ceremony Islam – Understanding the five pillars 	<ul style="list-style-type: none"> Sikhism – the practise of tying a turban Sikhism – recap story of Baisakhi and explore the Amrit ceremony Islam – 5 Pillars – special emphasis on Pillar 5 – Hajj Islam – story of Ibrahim and Hajj 	<ul style="list-style-type: none"> Sikhism – practise of naming children according to God's will (Hakam) Islam – practise of being visionary when naming children Christianity – the meaning of four key names given to Jesus Christianity – story – the gifts of the Magi (Matthew 2) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Remembrance and sacrifice Sikhism – significance of the Khalsa today Judaism – sacrifice – teachings from the story of Abraham and Isaac Islam – The Greater Jihad Islam – the Lesser Jihad Christianity – for and against capital punishment Islam – views on the death penalty <p>What is worship?</p> <ul style="list-style-type: none"> The importance of worship and the impact that it has on a believer

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- Sikhism – how Sikhs worship by serving others
- Buddhism – worship through meditation
- Hinduism – examination of worship at home and worship at the Mandir
- Islam – Pillar 2 – obedience demonstrated through worship
- Judaism – Seder and worship

Identity

- Exploration of factors affecting human identity- religious and non-religious
- Sikhism- significance of 5 Ks for Sikhs today
- Islam – wearing of the Hijab
- Judaism – kosher food and identity
- Choice of partner and identity
- Religious wedding ceremonies

Birmingham and RE

- National and local religious and non-religious data
- Significance of local religious places of worship

DRAFT

- Interfaith projects in Birmingham for example, the faith leaders walk, Sound and Silence, The Feast
- Festivals
- Hinduism and Diwali
 - Islam – Eid ul Fitr
 - Islam Eid ul Adha
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 - Judaism – Pesach
 - Christianity – Pentecost
- Faiths in the City
- Islam – concept of Ummah and birth ritual
 - Judaism – diversity in interpreting scripture
 - Sikhism – the practice of Sewa
 - Hinduism – the sacred nature of cows
 - Buddhism – meditation and preparation for death
 - Christianity – models of servanthood to promote social justice
- Belief and Dress
- Islam – dress codes and inclusion
 - Islam – dress codes and modesty
- Christianity – liturgical dress

				<ul style="list-style-type: none"> • Christianity – Salvation Army and uniform • Sikhism – the significance of the 5 Ks • Jainism – dress for the importance of Ahimsa
Learning From Faith and Non-Religious Worldviews	Is it important to feel you belong?	Are there things that define me as belonging to a particular tradition? Are these my choices, or choices imposed upon me?	Does your name say something special about you?	Why is it important to show to others what groups I belong to?
Learning to Discern	In what ways does belonging (to the same or different groups) affect how I relate to others? How do I treat people who are not in my group?	How can I use 'belonging' information about myself and others in a positive way?	Can we draw conclusions about someone simply from their name?	How do I make sure that I don't exclude people who are not part of the groups I belong to?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Creating Unity and Harmony			
By the end of Key Stage/Year Group	KS1	KS2a	KS 2b	KS3/4
Summary Statement of Intent	The equality of humanity is based on what we hold in common and not focusing on differences (stereotypes)	Unity is encouraged by like-minded activity. Disunity occurs from breakdown in communication	Diversity and individuality have their place in unity and harmony	At birth and at puberty rites of passage which provide opportunities for conformity. Pilgrimages provide opportunities to express unity of purpose
Learning From Experience	Activities designed to bring the pupils to a realisation of their (our) instinct to stereotype	Activities to bring the pupils to a realisation of their individuality can disrupt unity by inhibiting good communication	Activities to explore the chemical composition of human beings and discussion of common human needs leading pupils to recognise that all people are fundamentally the same	Pupils share their own experiences and understanding of the birth of babies and journeys.
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Christian belief in God as creator of all people. Christian story of the Good Samaritan and the principle of loving God and others Sikh practise of Langar to show love to others Islam 5 Pillars: Hajj – Muslim unity and equality shown in wearing of Ihram Humanism- Most People- Michael Leannah- exploring commonalities 	<ul style="list-style-type: none"> Christian story of the tower of Babel Islam Pillar 2: Salah – Muslim practise of Salah: timings, Wudu, Adhan, Rakah, words and Salam Baha’i teaching on unity and harmony: American Indian folktale, 19 Day Feast, Community life 	<ul style="list-style-type: none"> Baha’l teaching on unity and unity in diversity Baha’l teaching on the value on diversity Christian teaching on the resolution of disputes – Matthew 18. Islam – six pillars of faith. The promotion of peace through open discussion and mutual respect Islam – The 5 Pillars: Salah – The special significance of ‘Friday Prayers’ usually at a mosque 	<p>Rites of Passage</p> <ul style="list-style-type: none"> Non-religious/humanist naming /thanksgiving ceremonies Christianity - infant baptism, infant dedication and adult baptism and confirmation Islam - birth ceremonies Hinduism – sacred thread ceremony Sikhism – Amrit Ceremony including Baisakhi Judaism – Bar/Bat Mitzvah <p>Pilgrimage</p> <ul style="list-style-type: none"> Islam - The 5 Pillars – Hajj Christianity – Lourdes Hinduism – Varanasi

				<ul style="list-style-type: none"> • Sikhism - Amritsar • Buddhism – Lumbini and Bodh Gaya and stupas
Learning From Faith and Non-Religious Worldviews	How do I like to be treated by others? Do I treat other people in the same way?	Unity is promoted by common practice and activities. Disunity comes from communication breakdown	How do I deal with difference? Must everyone be the same?	Why is it good for me to create harmony? How can I do it?
Learning to Discern	Do I need to treat everyone in the same way in order to be fair? Do I need to follow a tradition to treat others equally? Does everyone need to be the same to be united?	Does doing the same thing as others in the same group <u>always</u> put an end to conflict and disagreement?	If people want harmony, what happens to people who disagree? Is the majority always right? Are the people who speak the loudest always right?	How should I respond when traditions appear to create disunity? Is this sometimes necessary?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Participating and being willing to Lead			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	The whole community benefits from the participation of individuals	Participation in the activities of Religious Traditions requires involvement and engagement	Motivation for leadership in traditions focuses more on responsibility and service rather than prestige and reward	Leaders whether religious or non-religious have an impact on our lives. It is important to understand the beliefs behind their motivation.
Learning From Experience	Exploration to discover the value of being part of a team	Discussion of clubs, groups and societies that pupils belong to in order to explore what is good about joining in?	Activities and discussion to explore leadership attributes (Cross Curricular literacy link)	To discuss the qualities of good leadership
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – each individual has a role within the church • Christianity – participation in Sunday School/Junior or Children’s church - film • Christianity – Christian teaching about working together – possible link to a church visit • Christianity - the role of a church leader – Father Douglas’ role – film and photograph resources • Humanism- Starfish on the Beach story; we all play a part 	<ul style="list-style-type: none"> • Christianity – Christian practise of Sunday worship • Christianity – Christmas songs – content comparison with Christmas story 	<ul style="list-style-type: none"> • Religious and non-religious leadership examples • Christianity. Rastafari. Community involvement/social responsibility – Birmingham examples 	<p>Inspirational Lives</p> <ul style="list-style-type: none"> • The lives of other people and their impact in the world – religious or non-religious- e.g Camilla Batmanghelidj- Services to children and young people • Beliefs that motivated Gandhi’s actions • Gandhi’s work in India • Life and beliefs of Aung Sun Suu Kyi and their impact • William Wilberforce’s Christian beliefs and his work on the abolition of slavery • Malala Yousafazi – how her faith motivated her
Learning From Faith and Non-Religious Worldviews	What is my special contribution?	How does participation in group activity help me?	What is my responsibility to others? How can I help the world to be a better place?	What can I learn from the characteristics of good (bad) leadership?

Learning to Discern	When should I not join in?	When might it be right not to participate?	How do I respond when I am called to be a leader?	Are there times and places where it is not right to lead?
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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Remembering Roots			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	It is not only important to remember people, places and events but also to know why they are remembered	The significance of remembering things that are more than individual personal experience	Memory speaks not only to our present but also to our future	Historical events inform teachings, practice, celebration and reflection. It is important to remember and reflect on past events whether they be a cause to mourn or celebrate.
Learning From Experience	Understanding the reasons for why we remember special people, events and places and how they we remember them	Using photographs and other stimuli explore what it is to 'remember'	Visit local monuments (in person or virtually) to explore the practise of 'collective remembering'	Discuss whether we can always be proud of the past
Learning About Religious Traditions and Non-Religious Worldviews	<p>Islam – reasons for Ramadan</p> <p>Islam – reasons for the festival of Eid ul Fitr</p> <p>Islam – how Eid ul Fitr is celebrated</p>	<ul style="list-style-type: none"> Judaism – explore the events of Pesach Judaism – the practise of the weekly Sabbath meal Judaism – the Seder meal 	<ul style="list-style-type: none"> Remembrance Day (non-religious) Christianity – story of Noah (Genesis 6-8) Christianity – looking back to Noah (Hebrews 11.7) 	<p>Sacrifice</p> <ul style="list-style-type: none"> Remembrance Day and sacrifice Sikhism – significance of the Khalsa today Judaism – sacrifice – teachings from the story of Abraham and Isaac Islam – The Greater Jihad Islam – the Lesser Jihad Christianity – for and against capital punishment <p>Islam – views on the death penalty</p> <p>Festivals</p> <ul style="list-style-type: none"> Hinduism and Diwali Islam – Eid ul Fitr Islam Eid ul Adha Judaism – Pesach

				<ul style="list-style-type: none">• Christianity –• Pentecost <p>Pilgrimage</p> <ul style="list-style-type: none">• Islam - The 5 Pillars – Hajj• Christianity – Lourdes• Hinduism – Varanasi• Sikhism - Amritsar• Buddhism – Lumbini and Bodh Gaya and stupas <p>Religious extremism</p> <ul style="list-style-type: none">• To understand reasons for extremism• Islam – submission and peace• Islam teachings on peace in the light of 7/7• Christianity – the teaching of the Good Samaritan in the light of the Rwandan civil war• Christianity – Desmond Tutu and apartheid• Christianity – justice through examining the life of Maria Gomez• Humanism- belief in an open and tolerant society <p>What makes us human?</p>
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				<ul style="list-style-type: none"> • Religious and non-religious responses to being human and making decisions • Islam – The 5 Pillars – promoting being human • Jainism – the blind men and the elephant story and the concept of non-absolutism • Buddhism – enlightenment and teachings • Sikhism – Khalsa Aid • Christianity – religious identity
Learning From Faith and Non-Religious Worldviews	Why should I celebrate events again next year?	How do I remember special people, places and events?	How does remembering the past encourage us to go forward?	What can I learn from these historical events?
Learning to Discern	Which events should I try not to remember and celebrate?	Are there any events that I should try <u>not</u> to remember and celebrate?	Are there times when I need to be critical of what happened in the past?	Should I always be proud of my past? How should I respond to difficult events in the past?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Loyal and Steadfast			
By the end of Key Stage/Year Group	KS1 Year	KS2 a Year	KS2 b Year	KS3/4
Summary Statement of Intent	The quality of loyalty is important in friendship	An opportunity to contrast the commitment of Holy Communion and the betrayal of Jesus by Judas Iscariot.	Exploring internal and external aspects of friendship; both to people and to Jesus.	Being steadfast in our beliefs should impact on our decisions, sacrifices and actions made in everyday life
Learning From Experience	Activities & discussion to understand that part of what makes a good friend is living up to promises	What makes a good friend?	What does it mean to be a friend to strangers and enemies?	Discuss who/what are we faithful and committed to
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – The Last Supper – Peter denying Jesus - film • Christianity – Good Friday and Easter Sunday (Mark 16) • Christianity – Story of Peter in prison (Acts 16) • Christianity – Jesus as a good friend (Mark 8: 27-31) 	<ul style="list-style-type: none"> • Christianity – look at what the Bible says about Jesus’ 12 disciples - 11 of whom remained loyal. • Christianity – from gospel accounts, learn about the instigation of Holy Communion. • Christianity – Watch and discuss a variety of acts of communion. • Christianity – the story of Judas’ betrayal – John 13 	<ul style="list-style-type: none"> • Christianity – Story of the Good Samaritan; • Birmingham Faith leaders – commitment to peace across Religious Traditions in Birmingham. • Various religious and non-religious traditions – exploring links between ‘faith’ and ‘charity’. • Christianity – what it means to commit to Jesus. 	<p style="text-align: center;">Inspirational Lives</p> <ul style="list-style-type: none"> • The lives of other people and their impact in the world – religious or non-religious- Camila Batmanghelidj • Beliefs that motivated Gandhi’s actions • Gandhi’s work in India • Life and beliefs of Aung Sun Suu Kyi and their impact • William Wilberforce’s Christian beliefs and his work on the abolition of slavery • Malala Yousafazi – how her faith motivated her <p style="text-align: center;">The lives of other people and their impact in the world – religious or non-religious</p> <p style="text-align: center;">Human Rights and Responsibilities</p>

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- Christianity – Birmingham Christians supporting refugees
- Christianity Birmingham Christians supporting the homeless – St Basils
- Islam – Birmingham Muslims supporting people in need – soup kitchen and Islamic Relief
- Islam – response to human rights
- Sikhism – Guru Nanak and human rights
Sikhism – the role of Sangat

- Sacrifice
- Remembrance day- war and sacrifice
- Sikhism – significance of the Khalsa today
- Judaism – sacrifice – teachings from the story of Abraham and Issac
- Islam – The Greater Jihad
- Islam – the Lesser Jihad
- Christianity – for and against capital punishment
- Islam – views on the death penalty

Learning From Faith and Non-Religious Worldviews	Can people rely on me?	What is the most effective way to show commitment?	Why is it important to show commitment?	Who or what do I think deserves my loyalty?
Learning to Discern	When is it ever right not to do what your friend asks?	Can I tell whether I am joining in because I want to, or because other people are?	Which should take priority, commitment to my tradition, or to the bigger picture?	Should I steadfastly support a belief system or religious tradition even if I don't agree with all its teachings or actions?

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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Hopeful and Visionary			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	The world can be made a better place in the future by current decisions and actions	Hope for the future may be focussed on our lifetime, or that of the next generation. Men and women of conviction have made, and continue to make, 'a difference'.	The way we live may be influenced by our views of this lifetime in terms of the totality of our existence.	In being hopeful for the future, traditions celebrate key events in their history. Practical aspects of teachings enable adherents to promote human rights and community action in working towards their vision for the future.
Learning From Experience	Explore hopes for the future - future careers, aspirations	What is our world like? What are the good things? What do we think should be changed?	Consider the uncertainty of personal hopes, and how our hopes change depending on our circumstances..	Discuss what changes that we would like to see in our lives or in the world
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Islam – Prophet Muhammad’s vision for the goal of equality and a peaceful world Islam – Muslim rituals undertaken during Hajj (pilgrimage) 	<ul style="list-style-type: none"> Christianity – Martin Luther King’s “I have a dream” Humanism- Welfare and happiness of humanity as a goal, the importance of altruism and practical action 	<ul style="list-style-type: none"> Christianity – the hope of advent – the second coming of Christ - John 14. Christianity – the hope of heaven – Revelation 21 Islam – Story of Hudaybiyya - Prophet Muhammad’s hope for peace. 	<p>Festivals</p> <ul style="list-style-type: none"> Hinduism and Diwali Islam – Eid ul Fitr Islam Eid ul Adha Judaism – Pesach Christianity – Pentecost <p>Human Rights and Responsibilities</p> <ul style="list-style-type: none"> Christianity – Birmingham Christians supporting refugees Christianity Birmingham Christians supporting the homeless – St Basils

				<ul style="list-style-type: none"> • Islam – Birmingham Muslims supporting people in need – soup kitchen and Islamic Relief • Islam – response to human rights • Humanism- purpose of life • Sikhism – Guru Nanak and human rights • Sikhism – the role of Sangat <p>Sacrifice</p> <ul style="list-style-type: none"> • Remembrance Day- war and sacrifice • Sikhism – significance of the Khalsa today • Judaism – sacrifice – teachings from the story of Abraham and Issac • Islam – The Greater Jihad • Islam – the Lesser Jihad • Christianity – for and against capital punishment • Islam – views on the death penalty
<p>Learning From Faith and Non-Religious Worldviews</p>	<p>What can I hope for?</p>	<p>What can I see in the teaching and practises of Traditions that if</p>	<p>How is hope different from wishing?</p>	<p>What can I do to improve my own life and society?</p>

		everyone followed would make life better? How can people work to build a better world?	How does having hope change the way I live?	
Learning to Discern	How is hope different from wishing?	Do we ever carry on hoping so we don't have to do anything?	Do we live in the light of future hope?	Is it sometimes important to be practical rather than dream about future changes?

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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Courageous and Confident			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	It is not always easy to decide to be courageous	Being courageous means to speak up and stand up for what we believe to be right, in spite of our fear of the consequences.	Being courageous is to live confidently according to our beliefs, among others who may believe and behave differently.	Outward appearance and actions can both demonstrate how people live according to their beliefs
Learning From Experience	Discussions exploring the meaning of courage and bravery	What is courage? Compare different kinds of courage and consider which situations require more courage than others.	What is courage? What does it look like to have the courage of your convictions in a multi-cultural and multi-faith city?	Who is a confident person that we admire?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Christianity – the story of David and Goliath (1 Samuel 17) Islam – the story of Hamza Christianity – the story of Louisa with cystic fibrosis - film 	<ul style="list-style-type: none"> Sikhism – story of Baisakhi – the Panj Pyare Sikhism – Baisakhi celebrations in Birmingham Christianity – story of Gideon – Judges 7 Christianity – Birmingham Street pastors 	<ul style="list-style-type: none"> Judaism – wearing the Kippah Christianity – street pastors Sikhism – recap story of Baisakhi. Sikhism – wearing the 5 K's – the Amrit ceremony Buddhism – story of Angulimala and the Buddha. 	<p>Inspirational Lives</p> <ul style="list-style-type: none"> The lives of other people and their impact in the world – religious or non-religious- Camila Batmanghelidj <ul style="list-style-type: none"> Beliefs that motivated Gandhi's actions Gandhi's work in India Life and beliefs of Aung Sun Suu Kyi and their impact William Wilberforce's Christian beliefs and his work on the abolition of slavery Malala Yousafazi – how her faith motivated her

				<p>The lives of other people and their impact in the world – religious or non-religious</p> <p>Belief and Dress</p> <ul style="list-style-type: none"> • Islam – dress codes and inclusion • Islam – dress codes and modesty • Christianity – liturgical dress • Christianity – Salvation Army and uniform • Sikhism – the significance of the 5 Ks • Jainism – dress for the importance of Ahimsa
Learning From Faith and Non-Religious Worldviews	Where does courage come from?	Are courageous people without fear?	Where does courage come from? Can I find that courage within me?	What do I need to change to be confident in life?
Learning to Discern	Are courage and bravery the same?	Are there times when I should think carefully before acting?	Are my personal convictions strong enough that I am prepared to stand up for them?	In what situations is it wiser to be humble?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Curious and Valuing Knowledge			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	God is revealed and life's questions are answered through the reading and study of scripture	Most Religious Traditions base their understanding of God upon the writings in their own Scriptures. This Unit helps raise pupils' awareness of the range of religious writing and viewpoints.	Wisdom, a deep knowledge of existence is highly valued across a range of Traditions. Pupils begin to explore whether facts and knowledge are the same as thinking and understanding.	Knowledge about ourselves and about the Ultimate is a journey that can be taken individually or with others. Being curious and seeking truth is important in life
Learning From Experience	Explore the value of questioning – why is 'why' important?	Why do we like asking questions? What amazes us about the world we live in? Begin to explore the nature of questions and where they lead.	Activities and discussion about the value of knowledge. What lies beyond human knowledge? Something? Nothing? How can we make sense of what we do not know?	What would we like to find out more about?
Learning About Religious Traditions and Non-Religious Worldviews	The value of holy books/sacred scripture for answers to life's questions – explore the use of scripture – for example: The Bible for Christians, The Qur'an for Muslims, The Guru Granth Sahib for Sikhs, The Torah for Jews, The Pali Canon for Buddhists, the Bhagavad Gita for Hindus	<ul style="list-style-type: none"> • Christianity – prophecies concerning Jesus' birth • Christianity, Islam and other Traditions – the names of scriptures/holy books and a little about how they are believed to be authored. • Humanism- why don't humanists believe in God? 	<ul style="list-style-type: none"> • Baha'i – explore the high esteem in which Baha'i followers hold knowledge • Humanism- knowledge of the universe: The Big bang Theory- Phillip Pullman • Islam – 6 pillars of belief – story of Prophet Musa and Khidr • Buddhism – story of Prince Siddhartha – the four sights. 	Religion and Mental Health <ul style="list-style-type: none"> • The importance of keeping our mind healthy –non-religious - the story of the Golden Eagle – Anthony de Mello Teachings about power over our minds • Christianity – Philippians 4:8 • Hinduism – The Law of Manu • Avoiding anger to support a healthy mind Christianity – Ephesians 4:26 and Buddhism - the

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angry man and the Buddha

- Reducing worries for a healthy mind – Sikhism – GGS10. Christianity Matthew 6 25-34
- Buddhism – the practise of silence and meditation for positive mental health
Christianity – the practise of silence to improve mental health.
The practise of Quakers

Religion and the Media

- Discussion of what constitutes the media
- Advantages and disadvantages of social media
- Christianity - Whether religious people should use social media
- The media and treatment of religious people and founders - Charlie Hebdo event – Christianity Pope Francis – Islam – Muslim Council of Britain – freedom of speech
- Evaluation of whether the media should treat religious people, ideas, religion in a humorous

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manner – examples from The Simpsons, The Vicar of Dibley, Citizen Khan, Father Ted

- Islam – evaluate media representations of Islam and Muslims
- Moral and ethical issues as presented in soap operas

Belief and God

- Nature of God and the concept of truth
- Christianity – the nature of God – Trinity
- Islam – the nature of Allah – 99 Names of Allah
- Hinduism – the nature of Brahman, murti and manifestations
- Sikhism – God as Creator. Reference to the Mool Mantra
- Religious and non-religious responses to the nature of God

Belief in God

- Arguments for and against the existence of God- for example humanism and the importance of science
- Christianity – Belief in the Trinity

				<ul style="list-style-type: none"> • Islam – Shahadah and the 99 Names of Allah • Sikhism – Teachings of the Mool Mantra. Understanding of Waheguru • Hinduism – Monotheism or polytheism? – The nature of the Trimurti • Buddhism – views on God <p>Rites of Passage</p> <ul style="list-style-type: none"> • Non-religious naming/thanksgiving ceremonies • Christianity - infant baptism, infant dedication and adult baptism and confirmation • Islam - birth ceremonies • Hinduism – sacred thread ceremony • Sikhism – Amrit Ceremony including Baisakhi • Judaism – Bar/Bat Mitzvah
<p>Learning From Faith and Non-Religious Worldviews</p>	<p>What big questions can I ask? For example, about God. Does learning about the world help me think about what God is like? The existence of God?</p>	<p>Where does knowledge come from?</p>	<p>Is wisdom the same as knowledge? Where does wisdom come from?</p>	<p>What knowledge from traditions do I think is valuable?</p>

Learning to Discern	Can you ask too many questions? Are there bad questions?	Do followers always have the answers? Can I trust the answers? Do I ever put my seeking of knowledge about the needs of others?	Is wisdom all about information, or is it about what we do with that information?	How do I respond when the views of different knowledgeable people conflict with each other?
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The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Open, Honest and Truthful			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Telling the truth is not always easy but it is still important	Honesty is considered very important by most people, whether or not they believe in an all-knowing God.	To promote deeper consideration of honesty. In particular, that our reactions to truth and to dishonesty are often highly charged and inconsistent.	Beliefs and identity can support adherents in how to live a truthful and honest life in the decisions that they make whilst also supporting them in the quest for truth itself.
Learning From Experience	Activities and discussion to explore the importance of truth in opposition to untruth	Why does the truth matter? Use of role play and discussion to help pupils experience the key consequences (injustice and hurt) that can result from the telling of lies.	Why does the truth matter? Explore and discuss the wide range of emotional reactions which come from being falsely accused of some offence and of lying to cover it up.	Is it ever right to tell a lie?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> Christianity – The story of Joseph (Genesis 37) Hinduism – The Story of King Mahendra’s successor 	<ul style="list-style-type: none"> Christianity – story of Naboth’s vineyard (1 Kings 21) Judaism- Exodus 20 & Psalm 139 vv1-12. Islam – story of the king’s three children. 	<ul style="list-style-type: none"> Non-religious - stories from ‘The Fib’ by George Layton. Various Religious Traditions - views on honesty. Christianity – Exploring the Christian belief that the Bible is Truth. Christianity – Jesus’ teaching about hypocrisy (Matt 23) Christianity – Jesus’ teaching - story of the speck and the plank 	Belief and Afterlife <ul style="list-style-type: none"> Religious and non-religious ideas about death and the afterlife eg Humanism- what happens when we die. Value of life, no evidence for life after death. Humanist funeral. Christianity – Christian belief in death and resurrection of Jesus. Christian belief in the afterlife Hinduism and Jainism – teachings and belief

				<p>about life after death – life, death and rebirth Islam – Akhirah (life after death) Barzakh (time between death and judgement)</p> <p>Morality</p> <ul style="list-style-type: none"> • Non-religious and religious - concepts of absolute and relative morality eg Utilitarianism- the greatest happiness for the greatest number. Morality as a human construct- Peter Singer. • Religious and non-religious views - of the conscience or inner voice • Baha'i - reflection and consultation • Religious and non-religious views - for and against abortion including religious views • Christianity - views on euthanasia <p>Religion and the Media</p> <ul style="list-style-type: none"> • Discussion of what constitutes the media
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- Advantages and disadvantages of social media
- Christianity - Whether religious people should use social media
- The media and treatment of religious people and founders - Charlie Hebdo event – Christianity Pope Francis – Islam – Muslim Council of Britain – freedom of speech
- Evaluation of whether the media should treat religious people, ideas, religion in a humorous manner – examples from The Simpsons, The Vicar of Dibley, Citizen Khan, Father Ted
- Islam – evaluate media representations of Islam and Muslims
- Moral and ethical issues as presented in soap operas

Identity

- Religious and Non-religious

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- Exploration of factors affecting human identity
- Sikhism- significance of 5 Ks for Sikhs today
- Islam – wearing of the Hijab
- Judaism – kosher food and identity
- Choice of partner and identity
- Religious wedding ceremonies

Belief and God

- Nature of God and the concept of truth
- Christianity – the nature of God – Trinity
- Islam – the nature of Allah – 99 Names of Allah
- Hinduism – the nature of Brahman, murti and manifestations
- Sikhism – God as Creator. Reference to the Mool Mantra
- Religious and non-religious responses to the nature of God

Peace and Conflict

- Exploration of different types of war

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- Islam – understanding the meaning of Islam and teachings about war and violence
- Christianity – teachings about peace and conflict.
- Concepts of Just War and pacifism
- Christianity – teaching and practice of Desmond Tutu
- Humanism and just war- Richard Norman and Bertrand Russell
- Sikhism – principles of a Just war
The role of forgiveness in resolving conflict

Honest Living

- Christianity - use of talents and the importance of using them
- Humanism- the importance of living honestly
- Buddhism – teachings on the importance of calmness and the negativity of anger

				<ul style="list-style-type: none"> • Sikhism – Guru Nanak’s teaching on equality and honest living • Islam – teaching of the Prophet Muhammad in regard to women • Judaism – Tu Bi Shevat - the festival of trees Hinduism – teachings on living a good life
Learning From Faith and Non-Religious Worldviews	Why is truth important?	When does honesty matter?	Do I have double standards when it comes to honesty?	How do I show my respect for ideas I believe to be true?
Learning to Discern	<p>Are honesty and truthfulness the same?</p> <p>If I tell the truth, but keep some things hidden, am I being honest?</p>	<p>Is telling the truth always the best policy? Do I ever tell the truth in a way that is hurtful?</p>	<p>Do I see dishonesty more easily in others than in myself? Do I always point it out?</p>	Is the truth ever too challenging?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Reflective and Self-Critical			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Behaviour can be considered and improved through interacting with others	In some traditions, the journey to perfection is an entirely inward, reflective experience.	In some traditions perfection is a standard that is hard, if not impossible for an ordinary person to achieve without divine intervention.	Traditions provide their adherents with many ways of being reflective in their lives: from worship to celebrating religious events, to pilgrimage and in making moral decisions. Teachings support adherents to be self-critical and to reflect on their practise.
Learning From Experience	Perfection is dependent on the situation	Is our life perfect? If not, why not? Against what are we measuring? By achievement? By comparison with other people? Some other way?	Suggest to the pupils that an equal measure of all 24 dispositions will produce a person as close to perfection as a mere man or woman could hope to be.	Do we ever stop and evaluate our lives?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • Christianity – the story of Zacchaeus (Luke 19: 1-10) • Christianity – the story of the speck and the plank (Matthew 7: 1-6) • Islam – how the Prophet Muhammed influenced the behaviour of others • Islam – the story of the man in Madinah 	<ul style="list-style-type: none"> • Buddhism – story of Prince Siddhartha and the four signs. • Buddhism – 4 noble truths – the search for enlightenment. • Buddhism – the practise of meditation 	<ul style="list-style-type: none"> • Christian - the belief in Salvation by faith in Jesus • Christian – the belief that Christ alone is a perfect person. • Christian – the belief that believers are ‘in Christ’ and he in them. • Hinduism – the regular practise of reflection. • Hinduism – teaching about attaining Moksha (breaking the cycle of reincarnation by achieving perfection). • Jainism – teaching about Karma 	Belief and the Afterlife <ul style="list-style-type: none"> • Religious and non-religious ideas about death and the afterlife • Humanism- value of life, no evidence for life after death • Christianity – Christian belief in death and resurrection of Jesus • Christian belief in the afterlife • Hinduism and Jainism – teachings and belief

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about life after death –
life, death and rebirth
Islam – Akhirah (life after
death) Barzakh (time
between death and
judgement)

Morality

- Non-religious and religious - concepts of absolute and relative morality- Utilitarianism- greatest happiness for the greatest number. Morality as a human construct- Peter Singer.
- Religious and non-religious views - of the conscience or inner voice
- Baha’i - reflection and consultation
- Religious and non-religious views - for and against abortion including religious views
- Christianity - views on euthanasia

Religion and Mental Health

- The importance of keeping our mind healthy –non-religious - the story of the Golden

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Eagle – Anthony de Mello

Teachings about power over our minds

- Christianity – Philipians 4:8
- Hinduism – The Law of Manu
- Avoiding anger to support a healthy mind
Christianity – Ephesians 4:26 and Buddhism - the angry man and the Buddha
- Reducing worries for a healthy mind – Sikhism – GGS10. Christianity Matthew 6 25-34
- Buddhism – the practise of silence and meditation for positive mental health
Christianity – the practise of silence to improve mental health.
The practise of Quakers

What is worship?

- The importance of worship and the impact that it has on a believer
- Sikhism – how Sikhs worship by serving others

				<ul style="list-style-type: none">• Buddhism – worship through meditation• Hinduism – examination of worship at home and worship at the Mandir• Islam – Pillar 2 – obedience demonstrated through worship• Judaism – Seder and worship <p>Festivals</p> <ul style="list-style-type: none">• Hinduism and Diwali• Islam – Eid ul Fitr• Islam Eid ul Adha• Judaism – Pesach• Christianity – Pentecost <p>Pilgrimage</p> <ul style="list-style-type: none">• Islam - The 5 Pillars – Hajj• Christianity – Lourdes• Hinduism – Varanasi• Sikhism – Amritsar• Buddhism – Lumbini and Bodh Gaya and stupas <p>Belief and God</p> <ul style="list-style-type: none">• Nature of God and the concept of truth• Christianity – the nature of God – Trinity
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				<ul style="list-style-type: none"> • Islam – the nature of Allah – 99 Names of Allah • Hinduism – the nature of Brahman, murti and manifestations • Sikhism – God as Creator. Reference to the Mool Mantra • Religious and non-religious responses to the nature of God
Learning From Faith and Non-Religious Worldviews	Does becoming a better person matter?	How can I improve myself – and why?	What aspects of my character (24 dispositions) would I like to improve?	When is it necessary to think critically about my own actions and how should I respond to what I notice?
Learning to Discern	Can I recognise myself as good person, as well as seeing where I could be a better one?	Is there a downside to continually striving to be perfect? What happens when I compare myself with (selected) other people?	Can harsh self-criticism stop me from being willing to lead, or even join in?	When can looking back be a negative thing to do?

The Birmingham Agreed Syllabus for RE: Content Overview

Disposition	Being Attentive to the Sacred as well as the Precious			
By the end of Key Stage/Year Group	KS1	KS2 a	KS2 b	KS3/4
Summary Statement of Intent	Silence and stillness can be more important than activity	God may or may not 'be there'. God may or may not 'speak'. Only those who have tried to listen to God can make any claim to know the answer.	Traditions often use language poetically. 'Listening' to God usually refers to attentiveness, not necessarily that God makes a sound. God is often thought to 'speak' through Scripture.	Aspects of religious worship and practise can also have a positive impact on adherents' mental health.
Learning From Experience	Activities to encourage the practise of listening Audio clip of sounds	Through activities and discussion, explore the difficulty of hearing one small voice in a cacophony of sound.	Activities to encourage 'listening' by helping us realise how specialist (and often underused) our sense of hearing is.	Is there more to life than we experience in the physical world?
Learning About Religious Traditions and Non-Religious Worldviews	<ul style="list-style-type: none"> • The importance of quietness in a place of worship or a special building (Humanists value feats of human creativity eg libraries, schools and parliamentary buildings) • Experience quietness in a place of worship – visit to place of worship for: Christianity, Islam, Sikhism, Judaism, Hinduism or Buddhism • Buddhism – the importance of meditation in Buddhist practise – Maha Vihara - film 	<ul style="list-style-type: none"> • Christianity – Story of when God spoke to Elijah in a gentle whisper (1 Kings 19) • Christianity – historical life example of a Christian who reflected – eg John Newton. • Buddhism & Hinduism –silent attentiveness. 	<ul style="list-style-type: none"> • Listen to sounds related to 5 of the main Religious Traditions in Birmingham. • Christianity – What Psalm 119 teaches about 'listening' to God through his word (the Bible). • Christianity – exploring what is involved in the practise of personal 'quiet time'. • Humanism- explore examples the human ability to reason, question, empathise and to be creative. 	<p>What is worship?</p> <ul style="list-style-type: none"> • The importance of worship and the impact that it has on a believer • Sikhism – how Sikhs worship by serving others • Buddhism – worship through meditation • Hinduism – examination of worship at home and worship at the Mandir • Islam – Pillar 2 – obedience demonstrated through worship • Judaism – Seder and worship <p>Religion and Mental Health</p>

				<ul style="list-style-type: none"> • The importance of keeping our mind healthy –non-religious - the story of the Golden Eagle – Anthony de Mello • Teachings about power over our minds Christianity – Philippians 4:8 • Hinduism – The Law of Manu • Avoiding anger to support a healthy mind Christianity – Ephesians 4:26 and Buddhism - the angry man and the Buddha • Reducing worries for a healthy mind – Sikhism – GGS10. Christianity Matthew 6 25-34 • Buddhism – the practise of silence and meditation for positive mental health • Christianity – the practise of silence to improve mental health. The practise of Quakers.
<p>Learning From Faith and Non-Religious Worldviews</p>	<p>How does being quiet help me?</p>	<p>Do I make time to be attentive to God, or even to simply withdraw from the bustle of the world?</p>	<p>Does meditation on a phrase of scripture or words of wisdom have an impact on my mood or behaviour?</p>	<p>Why is it of benefit to me to develop my attentive and reflective side?</p>

Learning to Discern	When is it important to listen and when is it important to act? If I see something unfair, is it good to stay quiet?	Does quiet reflection always bring peace for myself and for others?	Do I find quiet attentiveness peaceful, or unsettling? When should quiet reflection lead to action?	Are there times when it is important to concentrate on the physical world?
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