

Royal Greenwich
**Agreed Syllabus for Religious
Education 2019-24**

Key Stage 5
Agreed Syllabus



Religious Education in the Post-16 Curriculum

Religious Education is a statutory requirement for all students in Key Stage 5 who are registered in either a school with a sixth form, a sixth form college constituted as a school or in a school working as part of a consortium, except for those withdrawn by their parents. It must be made available in sixth form colleges to students who wish to take it. Although it is not a requirement in colleges of further education, similar arrangements should apply.

Schools should provide Religious Education to every student in accordance with legal requirements. It must be taught according to the locally agreed syllabus or faith community guidelines. Religious Education courses broaden and enhance the curriculum by giving students the opportunity to consider a wide range of religious, philosophical, psychological, sociological and ethical issues and to develop their own values and codes of belief. The religious content will assist in promoting the British Values of mutual respect and tolerance of those with different faiths and for those without faith.

Religious Education at post-16 should be planned as carefully as in the statutory period of schooling and should give due consideration to:

- breadth and balance of knowledge, understanding and skills;
- differentiation and challenge to meet the needs and abilities of the full range of students;
- the spiritual and moral development of students;
- preparation for work and adult life;
- progression and continuity from Key Stage 4 and through the Sixth Form;
- assessment and accreditation wherever possible including self and peer assessment.

Examination courses

While there is no legal requirement that students must sit public examinations, students deserve the opportunity to have their learning in the statutory curriculum subject of Religious Education accredited. Accreditation can be through courses leading to qualifications with the title 'Religious Studies' and/or other approved courses that require the study of religion and ethics. Where pupils are following a course of study based on a public examination, i.e. Advanced Level Religious Studies; AS Level students engaged on these courses will be deemed to be satisfying the requirements of the Agreed Syllabus.

Delivering the Agreed Syllabus Religious Education requirements

The Agreed Syllabus expectations for sixth form Religious Education are 18 hours per year which may include at least one experiential opportunity such as a conference or field trip.

The proposed focuses that follow provide a bank of topics from which schools should select. They can be delivered through a combination of, for example,

- Short modules that may be delivered in weekly taught sessions, through tutor time or as part of a carousel
- Day or half day conferences
- Residential conferences or field trips
- Individual assignments that may be follow-up projects
- A mix and match of any of the above!

	Term 1	Term 2	Term 3	Follow up or Enrichment
Projects				
Model 1	6 hours	1 day conference or field trip 5-6 hours	6 hours	
Model 2	7 hours	1/2 day visit	4 hours conference	2 hours

These examples show that the syllabus can be used very flexibly. Schools should design their programme of study for each of Year 12 and 13 and show how the units have been selected from the proposals below and how and when they are delivered.

Schools should select two units to study per year group. A conference or field trip could be planned to extend one of the selected units or schools could adopt a different focus. Follow-up or enrichment projects could relate to taught units or be 'stand alone'.

<p>Agreed Syllabus Suggested Topics</p>	<p>Suggested Conference Topics: Advantages of a conference; can function as a community event for the whole sixth form, a large audience can participate which makes possible the best use of speakers, visits, theatre companies etc. and a conference can facilitate co-operation between higher education (universities) and schools. A conference offering a range of activities with a focus on an aspect of Religious Education is an opportunity for in depth work in Religious Education for a whole year group of the whole sixth form.</p>
<ul style="list-style-type: none"> • Is there a God? • What is God like? • What is human nature? Do we have a choice of being good or evil? • The problem of evil: If God is good, all powerful and all knowing, why do evil things happen? • Death and the afterlife. • What is religious experience? • Issues in Science and Religion. • Religion and the environment. • Religion and politics. • Religion as a force for division or healing. • Art and expressions of faith. • Religion and the media • Genera of religion – studying the lives and key teachings of founders or people in a tradition. 	<ul style="list-style-type: none"> • Face Value – an exploration of society’s value of people by their appearance, ethics of cosmetic surgery. What matters – the inner person or their looks? Body image – how people value themselves and others. Related to religious teachings about the value of humans. • Playing God; genetic engineering, cloning, abortion, euthanasia, transplants and giving/receiving blood donations. • Good and Evil – perceptions of good and evil and a consideration of their natures. • Expressions of faith in language and literature, dance, drama, art and music. • Conflict – a day of study looking at the involvement of religious people in conflicts as peacemakers or as participants, referring to religious ideas about violence, warfare and pacifism. • Feasting and fasting – religious and ethical perspectives on food related issues such as vegetarianism, world development, ritual and food, celebrations. • Saving the World – global, environmental and developmental issues through the work of religious and secular charities and pressure groups. • Life after Death – exploring near death experiences, from medical and personal perspectives and raising philosophical questions about what is – memory, body, spirit etc. Issues such as reincarnation and resurrection can be explored and various responses from religious to traditional to this puzzle of post mortem existence.

Example Course: Religion and the Media Unit

FILM & FAITH			
Objectives	Stimulus	Learning Experiences	Knowledge and Understanding
<p>The module should enable students to:</p> <ul style="list-style-type: none"> • gain insights into ways of expressing important religious ideas; • understand the influence of religion in art/film; • consider the value of religious imagery; • identify the religious ideas being portrayed in film extracts; • evaluate the realism and impact of particular portrayals of founders and leaders; • assess the value and effectiveness of the film in communicating the essence of religion. 	<p><i>Jesus of Nazareth</i>, 1977, dir. Franco Zeffirelli;</p> <p><i>The Message</i>, 1976 dir. Moustapha Akkad;</p> <p><i>The Mission</i>, 1986, dir. Roland Joffe;</p> <p><i>The Passion of Christ</i>, 2004, dir. Mel Gibson;</p> <p><i>Kundun</i>, 1997, dir. Martin Scorsese;</p> <p><i>Priest</i>, 2011, dir. Scott Stuart;</p> <p><i>Shadowlands</i> 1993, dir. Richard Attenborough</p>	<p>Students should consider a number of extracts, and consider the religious issues the film raises for members of the relevant faith. For example:</p> <ol style="list-style-type: none"> 1. “Jesus of Nazareth” <ul style="list-style-type: none"> • How is Jesus portrayed? • Is the portrayal compatible with Biblical accounts of the episode? • How much interpretation has been applied by the director? • How does this film compare with other attempts to portray Jesus on film? 2. “The Message” <ul style="list-style-type: none"> • Why does the Prophet not appear in the film? How does this contribute to understanding of shirk in Islam? • What is the artistic impact of the absence of the main character? • How close is the film to account of the life of the Prophet? • Does the film add anything to our understanding of the life and message of the Prophet? 	<p>How do the films selected enhance knowledge and understanding of, for example:</p> <ul style="list-style-type: none"> • Jesus as human and divine? • Jesus as an object of worship in Christianity? • Events in the life of Jesus? • Beliefs about the need to spread the gospel? • The place of the prophet Muhammad (pbuh) in Islam? • The concept of vocation? • Buddhist beliefs about reincarnation/ rebirth? <p>The challenges that face people of faith during times of personal crisis.</p>

Examples of suitable focus	Examples of activities
Visit a local faith community	<ul style="list-style-type: none"> • A tour of Jewish London to study the sequence of migration. • Visit the Museum of Jewish Life, Camden • Visit the Holocaust Centre, Sherwood Forest • Visit the Imperial War Museum to understand Jewish history • Bhaktivedanta Manor • Amaravati Buddhist Centre • East London Mosque • Local Christian Church • Local Hindu Temple
Shadowing a religious leader	Investigating how beliefs inform practice.
Visit a European faith community	Investigate history, worship, symbolism, practice, membership.
Link with MFL staff and those involved in leisure and tourism	Possible visits might include: Taizé, Corrymeela Community , Focolare Community in Lopiana, Italy.
A visit to a retreat centre	Reflection, discussion, encountering other life-styles, team building, counselling, workshops.
Cultural visits (e.g. art galleries, concerts, theatre, cinema, mystery plays)	A visit to an art gallery to consider the influence of Christianity on art.