

Date of issue: Tuesday 27 February 2024

MEETING	AGREED SYLLABUS CONFERENCE
	Committee 1 – Christian Denominations and Other Faiths Sue Elbrow and Ashpreet Singh Nainu
	Committee 2 – Church of England Christine Isles
	Committee 3 – Teachers (Representing Primary, Secondary & Special Schools) Primary Andrew Ramsey
	Committee 4 – Representatives of the Local Authority Councillor Mohindra
DATE AND TIME:	WEDNESDAY, 6TH MARCH, 2024 AT 5.30 PM (OR UPON THE RISING OF THE SACRE MEETING)
VENUE:	AL MADANI INDEPENDENT GRAMMAR, 1 WHITTLE PARK WAY, SL1 6FE
DEMOCRATIC SERVICES OFFICER: (for all enquiries)	NADIA WILLIAMS 07749 709 961

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



STEPHEN BROWN
Chief Executive

AGENDA

PART 1

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>
1.	Appointment of Chair	
2.	Apologies for Absence	
3.	Minutes of the Last Meeting held on 27 June 2018	1 - 2
4.	Syllabus Proposals for Comments	3 - 10
5.	Date of Next meeting: To be confirmed	

Press and Public

Attendance and accessibility: You are welcome to attend this meeting, which is open to the press and public, as an observer. You will however be asked to leave before any items in the Part II agenda are considered.

The law allows members of the public to take photographs, film, audio-record or tweet the proceedings at public meetings. Anyone proposing to do so is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non-hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

Agreed Syllabus Conference – Meeting held on Wednesday, 27th June, 2018.

Present:-

Committee 1 – Christian Denominations and Other Faiths

Ashpreet Singh Nainu (Chair for this meeting), Waqar Bhatti and Sue Elbrow

Committee 2 – Church of England

Rev Andrew Allen

Committee 3 – Representatives of Teacher Associations

Lynda Bussley and Linda Lewis

Committee 4 – Representatives of the Local Authority

Councillors Bains, Bedi, Brooker and Smith

Apologies for Absence:- Julie Siddiqi, Hardip Singh Sohal, Zubayr Abbas-Bowkan, Andrea Sparrow and Christine Isles

CHAIR OF THE MEETING

The Agreed Syllabus Conference appointed Ashpreet Singh Nainu as chair for this meeting.

9. Minutes of the last Meeting held on 7th March 2018

Resolved – That the minutes of the meeting held on 7 March 2018 be approved as a correct record.

10. Approval of the Pan-Berkshire Religious Education Agreed Syllabus 2018-2023

The Agreed Syllabus Conference welcomed the revised Pan-Berkshire Agreed Syllabus for Religious Education (RE) 2018-2023 document, and commended the update that had been provided at the SACRE meeting prior to this meeting. The final version of the document which included the Chair's foreword was circulated at the meeting.

In the discussion that followed, the Conference highlighted the requirement for wider range of religions and belief systems to be taught as statutory requirements, including Islam in the Primary Phase and specifying the study of non-religious view, probably Humanism in Key Stage 3.

A query was raised about the presumption that Humanism would be the area of study for non-religious worldview in Key Stage 3. It was acknowledged however, that this would not necessarily be the case, as there was more flexibility in this area and that schools would be free to include additional religions and belief systems as relevant to their community.

Agreed Syllabus Conference - 27.06.18

The Chair proposed that the revised Agreed Syllabus be put to a vote. The Conference Members agreed to approve the syllabus and to recommend to Cabinet that the revised syllabus be formally approved for introduction into Slough's schools from 1 September 2018.

Sue Elbrow abstained from voting due to concern about the presumption that Humanism would be the area of study for non-religious worldview in Key Stage 3, rather than alternative secular view.

The new Syllabus will be formally launched on 12 July 2018 at a joint training day with RE staff from the Borough of Slough.

Resolved:

- a) That the revised Pan-Berkshire Religious Education Agreed Syllabus 2018-2023 be approved
- b) That Cabinet be requested to resolve that the revised Pan-Berkshire Religious Education Agreed Syllabus 2018-2023 be approved and adopted as the Agreed Syllabus for use in Slough Community and Foundation schools for a period of five years from 1 September 2018.

Chair

(Note: The Meeting opened at 5.55 pm and closed at 6.05 pm)

Key stage	Worldview	Question/Theme Th = Theology Ph = Philosophy HSS = Human and social science	Content in bold is intended to be CORE. The remainder is suggested content. NB this will probably need expanding with more detail as we go on.	Comments
EYFS 4s-5s	Christianity	Who is Jesus? What is the church? What do Christians celebrate? What do we learn from Christian stories?	Stories of Jesus – Nativity, Easter, <i>incarnation</i> Exploration of church life – worship and prayer Range of festivals – Christmas, Easter, Pentecost, Harvest Parables	Great starting from the beginning. Clear foundation of knowledge.
	Worldviews – religious and non-religious	Why are some people special? Why are some places special? Why are some times special? What can we learn from stories?	Stories of Abraham and Sarah, Moses, Muhammad and Khadijah, Guru Nanak, Bahá'u'lláh, Buddha, and contemporary examples Mandir, Mosque, Gurdwara, Temple, Vihara, Synagogue, and secular spaces Holi, Diwali, Eid, Ramadhan, Vaisakhi, Wesak, and some secular festivals Planet earth and the environment Add stories in due course...	Nice link to role models, shared experience.
KS1 5s-7s	Generic introductory unit (1 or 2 lessons)	<i>What is (organised?) religion? (Ph)</i>	<i>Establish the idea of Abrahamic and Dharmic religions. Explore some of the common features of religions building on the topics covered at EYFS – place, celebration, ritual.</i>	
	Christianity – in every year group	What do Christians believe about God and where do these ideas come from? (Th) What is the story of Jesus? (Th) What did Jesus teach his followers and how did he teach? (Th) How and where do Christians worship? (HSS) <i>How do Christians show that they belong to the church? (HSS)</i>	God as Creator and the beauty of Creation , and the early revelation of God to Abraham , Isaac, Jacob, and Moses . The Bible and its format (simple) The life of Jesus (simple) The parables of Jesus – particularly the Lost sheep, coin and son, Good Samaritan Christian worship at home and in the church , looking for some of the symbols in church that link to Christian teaching, particularly the life of Jesus. <i>Baptism and confirmation,</i> Different ways of praying and the Lord's Prayer ,	Solidifies the importance of the stories Links the Theology and belief together

		What do Christians believe about prayer? (Th, Ph)		
	Judaism	How do Jewish people (Jews) understand God? (Th) Who is important in Judaism? (Th) What is the synagogue? (HSS) What do Jewish people celebrate and why? (HSS)	God, Shema Abraham, Jacob, Joseph, Moses, current leaders in Judaism e.g., rabbis Role of the rabbi in the synagogue and role of the synagogues in the community. Passover, Shabbat, Rosh Hashanah, Yom Kippur, Bar and Bat Mitzvah,	Keeping a pattern helps students see the similarities in faiths
	Hindu Dharma	How do Hindus understand God? (Th) What is the Mandir and why is it important? (HSS) How do Hindus worship and celebrate and why? (HSS)	Brahman and the Trimurti, Rama and Sita, Ganesha, Hanuman, Gurus and Rishis. Symbolism The role of the mandir in Hindu life, worship in the mandir and worship at home. Divali, Holi, Navaratri	Happy to add in the information, if this is a format that will work
	Non-religious worldview	What do Humanists/other non-religious people believe?	All humans are equal because all are made the same way. Being kind to others make us and the others happy. Using common sense and kindness are the most important values. The natural world that we see around us, and which humans are a part of is important. Happy Human symbol Golden Rule – ‘Do to others as you would have them do to you’	
LKS2 7s-9s	<i>Generic introductory unit (1 or 2 lessons)</i>	<i>What is religion and what do religions have in common? (Th, PH)</i>	<i>Revise much of what taught in KS1 and extend to a wider range of practices. Begin to explore ideas about God and the similarities and differences between a range of beliefs. As far as possible keep to the religions introduced and those the pupils will meet this year.</i>	<i>We will need teachers to write this unit</i>
	Christianity	Who do Christians believe Jesus is? (Th) How did Jesus teach his followers to show friendship? (Th, HSS)	Trinity, Son of God, Messiah, Saviour, Nativity, Prophecies teaching of Jesus and his miracles. The role of sin and forgiveness. Range of bible stories – Zacchaeus, the Disciples, Forgiveness, Good Samaritan, Peter,	Nice to see the scholarship. Would be good to ensure that we have the

		<p>What are the key messages of Easter? (TH, HSS, PH)</p> <p>What difference does Pentecost make? (TH, PH)</p> <p>Where do ideas about right and wrong come from for Christians? (TH, PH, HSS)</p> <p>How and why do Christians try to make a difference in the world? (TH, HSS)</p>	<p>Easter and Holy week, communion, death and resurrection, God’s rescue plan and the role of confession and restitution.</p> <p>Acts chp 1- 2 and Holy Spirit, (Trinity) Change and proclamation, Gospel Parables of the Kingdom of Heaven in the book of Mark (chapters 4 and 13)</p> <p>The 10 commandments and other expressions of the rule of law – particularly in the teachings of Jesus. (Golden Rule)</p> <p>Modern Christian life and the work of the church in social justice (e.g. foodbanks, debt assistance and overseas aid charities) (local and global)</p>	<p>same standard across the other faiths too</p>
	Islam	<p>How do Muslims understand God? (Th)</p> <p>Who is Muhammad and why is he important to Muslims? (Th)</p> <p>What is the Qur’an and why is it important? (Th, HSS)</p>	<p>Tawhid, Allah, 99 names, Shahada Muhammad as the seal of the prophets, the night of power and the role of the angel Jibreel. Qur’an, Wudu, etc</p>	
	Sikhi	<p>How do Sikhs understand God? (Th)</p> <p>What is the gurdwara and how is it used? (HSS)</p> <p>How does someone demonstrate that they are a Sikh? (HSS)</p>	<p>Mool Mantra, Waheguru, Nam Japna, Guru Nanak and the other Gurus, including the Guru Granth Sahib Ji. Look at a range of Sikh stories and what they teach.</p> <p>The role of the gurdwara, especially Langar, Guru Granth Sahib Ji and worship. Khalsa, Vaisakhi, 5 K’s, Sewa, Vaand chakna, Kirat Karna.</p>	
	Non-religious worldview	<p>How do Humanists live good lives?</p>	<p>Golden Rule, ‘Think for yourself, act for everyone’. environment, human progression, and flourishing Stories – look at Humanism for schools</p>	
UKS2 9s-11s	<i>Generic introductory unit (1 or 2 lessons)</i>	<i>What is religion and non-religion? (Th, Ph)</i>	<i>Introduction to the vocabulary of religious, non-religious, faith, secular, atheist, and agnostic. Explore some of the features of religion that may be found in non-religious organisations – such as foodbanks and charities.</i>	

	<p>Christianity</p>	<p>Why is the Bible important in Christian worship both in church and at home? (Th, HSS)</p> <p>How is the Bible interpreted by different Christians? (Th, Ph)</p> <p>How does the Bible teach Christians to be wise? (Th, Ph)</p> <p>What are the big questions of life and death and how do Christians try to answer them? (Th, Ph)</p> <p>How and why do Christians show commitment to God? (Th, HSS, Ph)</p> <p>How do Christian beliefs influence the way people respond to local and global issues such as the environment? (Th, HSS, Ph)</p>	<p>The story of the Bible as a whole, its history and translations. The way Christians use the Bible, at home and in church, especially in worship but also as a basis for songs and hymns. Also, in preaching and inspiration in architecture – e.g., stained glass windows and symbols. Different readings of parables, miracles, and other teachings. The relationship between the Old and New Testaments and the role of prophecy, particularly as an interpretation of the Nativity and Easter stories. The wisdom literature - Psalms and Proverbs in particular.</p> <p>The big questions of life and death; resurrection, life after death, heaven and funeral practices and memorials.</p> <p>Church attendance, prayer, Bible study, good works, social justice, baptism, confirmation, etc.</p> <p>Care for creation, God as creator. Explore what influences many Christians to espouse the green movement, and other ways that Christians respond to other global issues of social justice. Maybe explore issue that are of local relevance.</p>	<p>Same as above, good to have the same level of depth in the other lessons.</p>	
	<p>Judaism and/or Islam</p>	<p>What do believers learn about God and human life from their sacred text? (Th)</p> <p>How do different believers practise their faith in worship, at home and in the community? (TH, HSS)</p>	<p>Islam</p> <p>Core theological ideas from the Qur’an: Tawhid, Ummah, human life and flourishing.</p> <p>Use of the Qur’an in worship in the mosque, 5 Pillars, daily and Friday prayers, Role of the imam</p>	<p>Judaism</p> <p>Core theological ideas from the Torah: God, Shema, and covenant. Value of life</p> <p>Role of the synagogue in the Jewish community and the place of family, laws of kashrut, shabbat and other festivals. Role of the cantor.</p>	<p>Less information greater depth? <i>These questions could be combined to create one in-depth unit.</i></p>

		How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	etc. Hajj, Eid; Rites of passage as appropriate. Muslim responses to care for creation, Red Crescent and other Muslim charities , eco/green Mosque in Cambridge	Rites of passage as appropriate. Rosh Hashanah, Yom Kippur, Purim Tu BiShvat – place of trees in Jewish teaching, Mitzvah Day, Jewish charities, etc		
Hindu Dharma and/or Sikhi/ or Buddhism	What do believers learn about God and or human life from their sacred texts and stories? (Th)	How do different believers practise their faith in worship, home, and community? (Th, HSS)	Hindu Dharma Smriti and Shruti . Explore some of the key stories and what is learned from them – e.g. Krishna and Arjuna, Rama and Sita, Prahlad and Holika etc.	Sikhi Guru Granth Sahib, Mool Mantra . Inclusion of hymns and prayers from other religious traditions, and equality. Stories of Guru Nanak...	Buddhist Life of Siddhartha Gotama (The Buddha), Three Marks of Existence, Four Noble Truths, Noble Eightfold Path, Five Precepts , stories including Kisa and the Mustard Seed, the Donkey in the Well, Three Jewels Monasteries, diversity , artefacts (used by some), meditation , chanting,	<i>These questions could be combined to create one in-depth unit.</i>

		How do the sacred texts and other beliefs influence the way people respond to local and global issues of social justice? (Th, Ph, HSS)	meditation. Rites of passage, Pilgrimage Karma, vegetarianism etc.	Sikh charity work, sewa, langar, Khalsa Aid, etc.	Serving the community	
	Humanism	How and why do Humanists try to live good lives?	Exploration of the Golden Rule and its implication for moral choices. Explore some scenarios. Creating happiness for others makes a person happy, celebrating human progress, protecting the world for the future.			
KS3 11s-14s	Generic introductory unit (1 or 2 lessons)	What is meant by secular, atheist, and agnostic?	Definitions of Secular, atheist and agnostic and the recognition that humanists can be any one or more of those, There are different types of non-religious belief of which humanism is one. Explore a range of philosophers who have explored these ideas, how they have interpreted them and lived them out.			
	Christianity (select questions for a 2-year KS3) See P&E for further questions	How and why did Christianity become a global religion? (Th, HSS) Does following the teachings of the Christian church affect a person's lifestyle? (Th, HSS, Ph) What do Christians believe about the Jesus as Messiah and why are	Story of Pentecost and the birth of the church. The role of evangelism, and the Holy Spirit . Examine the role of preaching and teaching, and prayer. Acts 10, and the story of the Good Samaritan as well as other stories about Samaritans and outcasts. Diversity within tradition , e.g. liberation theology and other modern examples. Christianity as a global, diverse and living tradition . Explore issues of Christian Lifestyle , e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Messiah, Saviour, OT prophecies , Different models of atonement, Final judgement, heaven and hell, Revelation and reason. Different interpretations,			

		<p>there so many different interpretations? (Th, Ph) Can you be a scientist and Christian, and if so, how? (Ph, Th)</p>	<p>The perceived conflict between science and religion, particularly the question around creation, but also the reliability of the Biblical text with reference to sickness and miracles. Darwin et al</p>	
	Buddhism	<p>How does following the teachings of the Buddha impact on different Buddhists? (Th, Ph, HSS)</p> <p>How and why did Buddhism become a global religion? (HSS)</p>	<p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Refer to the Five Precepts and Noble Eightfold Path, Three Poisons</p> <p>Diversity within tradition, Theravada, Mahayana, Pure Land, Zen etc Bodhisattvas, Arhats, Dalai Lama</p>	
	Humanism	<p>How do Humanist beliefs impact on the way the people live? (Th, HSS)</p> <p>Which people have most influenced Humanists and how?</p>	<p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity.</p> <p>Historical view, beginnings of modern humanist thought, Hume etc.</p>	
	Islam	<p>How and why did Islam become a global religion? (Th, HSS)</p> <p>How does following Islamic teaching impact on different Muslims?</p>	<p>Spread of Islam, Islamic Scholarship, diversity within Islam, Schools of thought, Medieval ‘Crusades’,</p> <p>Explore lifestyle issues, e.g., employment choices, values, human relationships, marriage and cohabitation, gender identity. Qur’an and Hadith, Sharia, Jihad (lesser and greater)</p>	
	Ethical and Philosophical (Must include Christianity, but can bring in a range of religious tradition too including Baha’l,	<p>How do people make sense of suffering? (Ph) Do ‘Good’ and ‘Evil’ really exist? (Ph) Is there a God and does it matter? (Th, Ph)</p>	<p>Problem of suffering</p> <p>Definitions of good and evil</p> <p>Existence of God</p> <p>Justice and fairness</p>	

	Zoroastrian, Rastafari etc.)	What do we mean by a just and fair world and who decides? Th, Ph, HSS)		
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