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EUROPA SCHOOL RELIGIOUS EDUCATION SYLLABUS

Version and Date		Action/Notes
V1	July 2023	
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1. Legal Requirements and Time Allocation for Religious Education

The law states that Religious Education (RE) must be provided for all pupils registered in full time education, except those who are withdrawn at their parents' request. RE is taught in schools in accordance with a Locally Agreed Syllabus. It must reflect the fact that *'the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'*; Challenging RE: The Oxfordshire Agreed Syllabus for RE (2023):7. The Standing Advisory Council for Religious Education (SACRE) recommends that 5% of curriculum time be allocated to the teaching of RE in order that pupils' experience of RE is both coherent and meaningful; Challenging RE (2023):5.

2. The Place of RE in the Curriculum

The RE which is taught at Europa School is diverse, relevant, enjoyable and rigorous. The syllabus covers aspects of the six main world faiths and pupils are encouraged to build up their own knowledge and understanding of these. In addition, in the upper years of the school, the course covers a range of ethical issues where pupils are encouraged to form and express their own opinions based on accurate subject knowledge and reasoned judgement.

There is plenty of scope to discuss ultimate questions and to compare and contrast the varying religious and non-religious responses to these. Matters of life, death, morality and spirituality are all part of the conversation in RE lessons.

Religion is an integral part of history and culture around the world. It is important that pupils appreciate and understand the role that religion has played in shaping beliefs and practices across the globe and in this country.

Enquiry and openness are very much encouraged in RE lessons. Finding out about the beliefs and values of others can help pupils to reflect on their own world view and to relate with more empathy to those around them.

3. The Aims of RE

The aims for RE in school are as follows:

- To enable pupils to understand that there is a wide variety of influential religious and non-religious belief and practice around the world.
- To enable pupils to explore and reflect on questions about the meaning of life.
- To enable pupils to present reasoned and coherent responses to controversial moral issues and religious truth claims.
- To enable pupils to develop respect for people whose beliefs and values are different from their own.
- To enable pupils to understand the history, nature and diversity of religious traditions from around the world.

4. The Educational Purpose of RE

There are two distinct educational purposes to learning RE.

1. Learning about Religion

The pupils will explore the beliefs and practices of religions in the UK and around the world. This includes learning about sacred texts and religious leaders, individual and corporate worship, celebrations, identity and expression. Pupils will use appropriate religious vocabulary in order to analyse and explain, as well as engaging with ultimate questions and moral issues.

2. Learning from Religion

This involves the pupils reflecting on what they learn in RE. The three main skills which are covered here are application, interpretation and evaluation.

5. Content and Approach

The following religions will be studied:

- Christianity
- Buddhism
- Judaism

- Sikhism
- Islam
- Hinduism

From S1 to S3 these world religions will be studied in a systematic way, two per year, in the order in which they are listed. In addition to this, the pupils will study a number of themes which include a variety of religious and non-religious world views. The following scheme of work makes this distinction clear. In S4 and S5 two religions, Christianity and Judaism, are studied in greater depth. Other religions are included in these lessons as appropriate.

6. Scheme of Work Outline

S1	S1	S1	S1	S1
What difference does religion make?	Expressions of Spirituality	Jesus	Buddhism	Christian Spirituality
An introduction to six main world religions: Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism	Rites of passage Life as a journey Religious ceremonies which mark passing from one stage to another	Internal and external evidence for the historical Jesus Life in 1st Century Palestine The Four Gospels The Synoptic Problem	Buddhist values The Eightfold Path The Four Noble Truths	Denominational differences in Christianity
What does it mean to be religious?	The Sikh naming ceremony (Naam Karan) and joining the Khalsa The Five Ks	Main events in the life of Jesus The nativity stories in Matthew and Luke John the Baptist	Worship in a Buddhist Shrine (Vihara) Buddhist prayer flags	Catholic faith and practice The distinctive features of a Catholic Church The Pope and the Vatican
How do religious beliefs influence actions?	Christian infant and adult Baptism	Choosing the 12 disciples Teaching in parables Miracles	Buddhist Festivals Celebrating Wesak	Eastern Orthodox faith and Practice The distinctive features of the Orthodox Christian Faith
Three biographies: Mahatma	The Hindu Sacred Thread ceremony	Holy Week and Easter	Buddhist stories	Protestant faith and practice

Gandhi, Martin Luther King and Father Damien		Crucifixion, resurrection and salvation	The Monkey King and other examples	The features of a traditional Anglican church
	The Muslim Aqiqah ceremony	Christ in art Religious symbolism How Jesus is viewed by other faiths	The daily lives of Buddhist monks and nuns	

S2	S2	S2	S2	S2
Judaism	Old Testament Narratives	Sikhism	Forgiveness	Pilgrimages
Worship The Torah and the main features of a synagogue	Abraham Joseph The Ten Commandments	Guru Nanak and the founding of the Sikh faith Commitment in the Sikh faith The Amrit ceremony	What do we mean by 'forgiveness'? Understanding the practical process of forgiveness	What makes a place sacred? How does a pilgrimage differ from any other journey?
The three Foot Festivals and two minor festivals Pesach Shavuot Sukkot Purim Chanukah	Non-Religious Worldviews Introduction to non-religious worldviews	Sikh teaching about living in the world Sewa: selfless service	Christian teaching about forgiveness The teachings of Jesus in the Bible Forgiveness in the story of Gee and Anthony Walker	Christian pilgrimage along the Camino de Santiago in Northern Spain Holy Island, St Aidan and the Lindisfarne Gospels
Judaism at home Shabbat and Kashrut	Atheism What does the word 'Atheist' mean? What reasons do Atheists give to reject the idea of God?	Stories from the life of Guru Nanak e.g. Blood and Milk and Nanak and the Boulder	The Truth and Reconciliation Commission in South Africa The work of Desmond Tutu and Nelson Mandela	Visiting the shrine of St Bernadette of Lourdes Healing miracles and the church
Diversity within Judaism	How do Atheists decide questions about right and	The features of a Gurdwara The Guru Granth Sahib	Forgiveness according to Jewish belief and practice	Jewish pilgrimage to the Western Wall in Jerusalem

Orthodox, Liberal and Reform	wrong and the meaning of life?	The role of the Granthi	Rosh Hashanah, the Days of Awe and Yom Kippur	
	Agnosticism What is an Agnostic? How do Agnostics approach life?	Relating to people of other faiths		Hindu pilgrimage to the River Ganges

S3	S3	S3	S3	S3	S3
Islam	Vulnerable People	Prejudice and Discrimination	Moral Values and Non-religious Worldviews	Encounters with God	Hinduism
How the faith began and spread The story of Muhammad Revelation Prophethood	Feeling vulnerable The woman caught in adultery John 8:1-11	Definition of key words Prejudice, discrimination, stereotyping and scapegoating	What is important in life? How do we make decisions?	Biblical narratives which address the effect on different individuals when they encounter God Belshazzar and the writing on the wall Daniel 5:1-31	Festivals (a) Diwali Navaratri Beliefs and practices (b) Durga Puja Beliefs and Practices
The origins of the Qur'an and how it is read and respected The Hadith and the Sunnah	Feeling shame The story of Noah Genesis 9:18-28	Background to the Transatlantic Slave Trade	Why be good? Religious guidance about taking moral decisions Martin Niemoller	An encounter with suffering The suffering of Job Job 1 and 2	Worship in the Mandir The features of the Mandir The features of a shrine The Arti Ceremony
Muslim Worship The main features of the Mosque	Missing the Mark Creation and the Fall Adam and Eve Genesis 2 and 3	The Campaign to abolish the slave trade led by William Wilberforce Thomas Clarkson Black Activists Women	Religious leaders in politics Liberation Theology and the work of Oscar Romero	An encounter with healing The Syro - Phoenician woman Mark 7:24-30	Daily Life Ahimsa Chandlo Sacred Thread Holy Books The Vedas Upanishads

		General Public	in South America		The Ramayana Bhagavad Gita
The Five Pillars Shahadah (Creed) Salat (Prayer) Zakat (Giving) Sawm (Fasting) Hajj (Pilgrimage)	Feeling Small Psalm 139	Examples of Modern day slavery around the world Child labour Bonded labour Trafficking	Non-religious worldviews Humanist beliefs and practices		Gods and goddesses The Trimurti Ganesh Hanuman Lakshmi
The role of women/family life Marriage	Feeling afraid The disciples and the stilling of the storm Mark 4:35-41		The roots of Humanism The Humanist vision for society		Hindu values Karma Dharma Reincarnation

S4	S4	S4	S4
Religion and the world	Religion and the individual	Religion and moral values	Religion and the individual
The origins of the universe How does Religion answer the question, 'Why is there something rather than nothing?' What is the scientific response to this same question?	Worship Prayer and liturgy Sacraments Infant baptism and believers' baptism	The nature of God and the challenge of evil and suffering What does Christianity teach about the nature of God and how does that impact Christian beliefs about the afterlife?	Jewish beliefs about the Nature of God God as one God as creator God as Law-giver, judge, loving and merciful
Religious teachings about the origins of the universe & different interpretations The relationship between scientific views (the Big Bang Theory) and religious views	Holy Communion	Omnipotent, loving and just The problem of evil and suffering Theodicies	Life after death - judgement and resurrection The Messiah
Religion and global issues	Religion and global issues	Religion and global issues	Religion and moral issues
Wealth and Poverty Jewish and Christian attitudes to wealth	The environment The value of the world and the duty of human beings to protect it - stewardship, dominion, responsibility, awe and wonder	War and conflict A study of peace and conflict with reference to Jewish, Christian and non-religious beliefs. Reasons for war The Just War Theory	Crime and punishment How and why do religious people respond differently to the challenges of crime and punishment?
Poverty and exploitation	The use and abuse of animals - for experimentation and for food	Holy war and religion as a cause of violence	Good and evil intentions and actions Reasons for crime
Giving to the poor Christian and Jewish relief agencies		The meaning and significance of Peace	Religion and punishment Retribution Deterrence

		Justice Forgiveness Reconciliation	Reformation Treatment of criminals Prison/community service
		Pacifism, religion and peace-making in the contemporary world	The death penalty Religious and Ethical arguments

S5	S5	S5	S5
Religion and the world	Religion and human identity	Religion and the world	Religion in the community
The existence of God Philosophical arguments for and against the existence of God The Design Argument The First Cause Argument	The origins of life Religious teachings about the origins of human life The relationship between scientific views (evolution) and religious views	The Covenant and Mitzvot Covenant with Abraham (Genesis 12)	Christian worship and practical action The role of the church in the local community food banks street pastors
The argument from miracles Arguments based on science against the existence of God	The sanctity of life and the quality of life Abortion, including when the mother's life is at risk	Covenant at Sinai (Exodus 20) Sanctity of human life	Mission and evangelism The worldwide church and development work, CAFOD, Christian Aid
The nature of the divine and revelation Special revelation and enlightenment General revelation Nature and scripture as a way of understanding the divine	Ethical arguments around abortion, referring to the sanctity of life and the quality of life	The relationship between free will and the 613 mitzvot	
Ideas of the divine Omnipotent and omniscient Personal and impersonal Immanent and transcendent	Euthanasia Beliefs about death and an afterlife, their impact on beliefs about the value of human life	Tenakh (written law) and Talmud (oral law)	
Religion and the family	Non-religious Worldviews	Religion and relationships	Religion and the world
Jewish family life and rituals Brit Milah Bar and Bat Mitzvah	What is ethics? How do we know what is right and wrong? Absolute and relative morality	Social justice and human rights Prejudice and discrimination	The nature of God The Trinity - Father, Son and Holy Spirit Incarnation Crucifixion, resurrection and ascension
Marriage Mourning beliefs and rituals	Utilitarianism Jeremy Bentham and John Stuart Mill	Religious freedom Disability Racism	Beliefs about resurrection, life after

			death, judgement, heaven and hell Sin, salvation and atonement
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7. Methodology

RE is taught using a wide range of different methods. Pupils learn in very different ways and so a variety of strategies will be evident in every lesson so that each pupil can reach his or her potential.

Some of the strategies used are:

- Pictures e.g. picture extending/labelling
- Textual analysis
- Paired work
- Small group discussion
- Whole class question and answer
- Case studies
- Group presentations
- Agree/Disagree
- Artwork and creative display
- Artefacts
- Creative and reflective writing
- Making games
- Sorting and ranking
- Visitors
- Listening
- Mind maps
- Mysteries
- Poetry and story
- Similarities and differences
- Thinking hats

The skills which are central to this RE syllabus include subject knowledge, understanding, empathy, reflection, communication, evaluation and interpretation.

8. Resources

The resources which are used in lessons include the following:

- Extracts from numerous reference books
- Blog posts and other online material
- Artefacts from various world faiths
- DVDs
- Visitors from local faith groups

RE lessons take place in a dedicated classroom which is equipped with a white board, digital projector, computer and display boards.

9. Assessment

The measurement of pupils' progress in RE is mainly formative, based on the continuous assessment of tasks and activities which are set and completed within the classroom setting.

Assessment is based on the educational aims which are set out in the Agreed Syllabus.

Key Stage 3

- ❖ Pupils use religious and philosophical language and concepts to explain religions, beliefs, practices and values, including differences within religions and similarities shared across religions and other worldviews.
- ❖ Pupils can explain and interpret different forms of religious and spiritual expression.
- ❖ Pupils explain different interpretations of religious and non-religious beliefs and research different perspectives on issues and ideas.
- ❖ Pupils consider different responses to and insights about questions of identity, meaning, purpose and value found in Christianity and other religions and worldviews, arguing their own views in the light of this.
- ❖ Pupils explain some challenges of living in a multi-faith and belief society and the impact of commitment on the lives of individuals and communities.

Key Stage 4

- ❖ Pupils use a wide range of language, ideas, approaches and methods to analyse and demonstrate a broad understanding of religions and beliefs and their significance in modern society.
- ❖ Pupils can pull together evidence and insights from religion and other disciplines to explore what it means to be human.
- ❖ Pupils can explain how different interpretations of religious and non-religious views may be brought together to share insights about meaning, purpose and values.
- ❖ Pupils relate a wide range of perspectives from religions and other worldviews to contemporary social and moral issues, demonstrating understanding of the diversity of views within and between them.
- ❖ Pupils arrive at independent conclusions based on research into & evidence about religion and belief and their impact, positive & negative, on communities & society

Challenging RE (2023):48

The school sends to parents and carers twice-yearly school reports. In both of these reports, pupils will be given a detailed comment. In the second report at the end of the school year they will be given a grade between one and seven, aligned with the Middle Years Programme which underpins the rest of the school curriculum.

10. RE and other aspects of the curriculum

RE makes a significant contribution to the spiritual, moral, social and cultural development of the pupils. Lessons celebrate cultural diversity as pupils investigate worldwide religion. Aspects of spirituality are named and explored. Furthermore, pupils are encouraged to reflect on their own understanding and experience, leading to conversations which are wide-ranging and stimulating. Social and moral issues, viewed from a religious and non-religious perspective, feature throughout the syllabus with particular emphasis in S4-S5.

Europa School is committed to valuing the opinions, beliefs and practices of all. This is upheld within RE lessons and special care is taken to include minority groups. In addition, provision is made for pupils who are gifted and talented and those with special educational needs.

11. Withdrawal

RE is an integral part of the broad and balanced curriculum of Europa School. However, parents may withdraw their children from RE lessons by contacting the principal, Mrs Wood.

Appendix 1: Adapting the learning in an RE classroom

The arrangement of the room and seating plan ★ Putting the desks in rows at the start of term to settle the classes and learn names ★ Seating pupils at the front of the room when they need help with concentration or clearer sight of the boards ★ Providing materials which allow pupils to choose how to work e.g. coloured pencils, art materials ★ Moving pupils according to their needs: ○ Working alone ○ Working with peers ○ Near a window or door when a pupil is anxious	Establishing the atmosphere of the classroom ★ Setting out clear rules and systems so that pupils know what to expect ★ Spare rough paper and pencils are available for those who find it helpful to doodle while listening ★ Aiming to speak to each pupil every lesson - even if only briefly ★ Encouraging pupils who are less confident or anxious ★ Consistently providing sufficient challenge to extend the thinking of the most able students ★ Using TA support as effectively as possible ○ Working with one child ○ Working with a small group ○ Circling the class while the teacher works with one pupil ★ Although homework does not feature in RE, allowing pupils freedom to complete work at home	Using visual aids effectively ★ Making sure that slides are clear and easy to read ★ Using pictures as well as words to help pupils who struggle with reading ★ Revisiting slides to help establish learning ★ Using slides to pose open discussion questions for group work ★ Including extension tasks on slides with the main task ★ Setting work on a slide with a deliberately wide choice of activities ★ Using clips as illustrations and discussion starters ○ Providing pupils with a scribble sheet for their own notes ○ Providing a list of what to expect so they can follow along
Written work and making notes Give pupils the option of how to present their written work ★ Writing in paragraphs allowing a high degree of independence and organisation ★ Drawing mind maps or graphics to help the visual learner ★ Tic Tac Toe notes provides an open structure, breaking notes into nine clear blocks ★ Drawing an Ideas Tree limits the information to just six main points,	Offering help where writing is a challenge ★ Asking the pupil to say the answer or give a suggestion and then writing it down for them ★ Encouraging pupils to make the best use of their laptops in class ★ Allowing pupils to draw a picture instead of writing in response to a task ★ Providing typed notes which pupils can then arrange in the correct order and stick into their	Helping pupils to understand better ★ Using stories effectively to draw out underlying truths allows pupils to work at their own pace ★ Using case studies and real life examples helps to ground more abstract ideas ★ Encouraging pupils to ask questions ★ Asking open questions and supporting different levels of answer ★ Using extended questioning to clarify and

★ using a visual framework ★ Making a Storyboard encourages creativity and students may choose to write, draw or do both ★ Using Cornell notes provides a clear and specific framework within which to write independent notes ★ Cloze activities; providing simplified notes with key words for pupils to fill in ★ Drawing a timeline to organise events ★ Concept mapping encourages pupils to make & explain their own connections	books	★ delve deeper ★ Using group work and selecting the types of groups; e.g. mixed ability, similar levels of ability, particular interest groups ★ Stretching the more able with extension questions and research activities
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Appendix 2: RE subject specific assessment descriptors and MYP grade boundaries

S1 - S2 - S3

- ❖ Pupils use religious and philosophical language and concepts to explain religions, beliefs, practices and values, including differences within religions and similarities shared across religions and other worldviews.
- ❖ Pupils can explain and interpret different forms of religious and spiritual expression.
- ❖ Pupils explain different interpretations of religious and non-religious beliefs and research different perspectives on issues and ideas.
- ❖ Pupils consider different responses to and insights about questions of identity, meaning, purpose and value found in Christianity and other religions and worldviews, arguing their own views in the light of this.
- ❖ Pupils explain some challenges of living in a multi-faith and belief society and the impact of commitment on the lives of individuals and communities.

S4 - S5

- ❖ Pupils use a wide range of language, ideas, approaches and methods to analyse and demonstrate a broad understanding of religions and beliefs and their significance in modern society.
- ❖ Pupils can pull together evidence and insights from religion and other disciplines to explore what it means to be human.
- ❖ Pupils can explain how different interpretations of religious and non-religious views may be brought together to share insights about meaning, purpose and values.
- ❖ Pupils relate a wide range of perspectives from religions and other worldviews to contemporary social and moral issues, demonstrating understanding of the diversity of views within and between them.
- ❖ Pupils arrive at independent conclusions based on research into & evidence about religion and belief and their impact, positive & negative, on communities & society

Challenging RE (2023:p48)

MYP General Grade Descriptors

1	1-5	Produces work of a very limited quality. Lacks understanding of concepts. Rarely demonstrates critical or creative thinking. Rarely uses knowledge or skills.
2	6-9	Produces work of a limited quality. Gaps in understanding of concepts. Does not often

		demonstrate critical or creative thinking. Does not often use knowledge or skills.
3	10-14	Produces work of an acceptable quality. Basic understanding of concepts but with many significant gaps. Begins to demonstrate basic critical and creative thinking. Uses knowledge and skills in familiar situations but requires support in unfamiliar situations.
4	15-18	Produces good quality work. Basic understanding of concepts with some significant gaps. Often demonstrates basic critical thinking and creativity. Uses knowledge and skills with some flexibility but requires support in unfamiliar situations.
5	19-23	Produces generally high quality work. Secure understanding of concepts. Demonstrates critical and creative thinking sometimes with sophistication. Uses knowledge and skills in familiar situations but sometimes needs support in unfamiliar real-world situations.
6	24-27	Produces high quality, occasionally innovative work. Extensive understanding of concepts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.
7	28-32	Produces high quality, frequently innovative work. Communicates comprehensive understanding of concepts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex situations.

Table adapted from Europa School UK Assessment Policy 2022/23
Ref: MYP 'From Principles into Practice' p94