

Date of issue: 06 July 2012

MEETING	CABINET	
	Councillor Anderson	Leader of the Council - Finance & Strategy
	Councillor S Chaudhry	Performance & Accountability
	Councillor P K Mann	Opportunity & Skills
	Councillor Munawar	Community & Leisure
	Councillor Pantelic	Education and Children
	Councillor Parmar	Environment & Open Spaces
	Councillor Swindlehurst	Neighbourhoods & Renewal
	Councillor Walsh	Health & Wellbeing
DATE AND TIME:	MONDAY, 16TH JULY, 2012 AT 6.30 PM	
VENUE:	MEETING ROOM 3, CHALVEY COMMUNITY CENTRE, THE GREEN, CHALVEY, SLOUGH, SL1 2SP	
DEMOCRATIC SERVICES OFFICER: (for all enquiries)	CATHERINE MEEK 01753 875011	

APPENDICES PACK II

The attached papers accompany the reports found within the main Cabinet Agenda.

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7.	Corporate Plan 2012/13	25 - 44	All
9.	Raising Participation Partnership - Legal Agreement	45 - 80	All
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Slough Bike Hire Scheme – Business Plan



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Introduction

This business plan sets out the vision for a Slough Bike Hire scheme created by The Climate Change Sub-Group of the Local Strategic Partnership in Slough. The group has been set up to create and deliver new initiatives between the public, private and voluntary sector, with a focus on responses to climate change and sustainable development challenges.

The following pages set out the existing situation in Slough, including an overview of the 3rd Local Transport Plan (LTP3), and the recently successful Local Sustainable Transport Fund Tranche 2 (LSTF) bid. The group see the Bike Hire scheme as integrating into and complementing the proposed upgrades to cycling infrastructure as part of the LSTF funding.

The group believes that a Bike Hire Scheme would have the following benefits for the town:

- Increasing cycling related health benefits
- Reducing traffic congestion
- Improving Air Quality
- Opportunities for local companies to input into the town development scheme.
- Community development
- Youth engagement
- Reduction in carbon and other harmful emissions

As part of the development, we have worked closely with Groundwork - a local social and environmental regeneration charity - to develop the creation of a social enterprise operation to provide the on-going maintenance of the bikes and running of the scheme. This will allow us to pursue social aims, remain close to the community in Slough, engage positively with employees and volunteers and re-invest to develop the service offer to include:

- Working with NEETs (Not in education, employment or training) in the town
- Youth development and engagement
- Expand into bike recycling / salvage, repair and sales
- Accredited bike maintenance /training opportunities
- Volunteering opportunities
- Bikability training Levels 1-3
- Linking families into other local bike riding schemes e.g. Skyride Local

The following business plan sets out the proposed scheme and explains the costs involved in setting up and running over the next 5 years. It is shown that even with some revenue from the hire of the bikes; such a scheme would still need extra funding inputs. We believe that this is a huge opportunity for the right company/ companies to make a real contribution to the development of Slough.



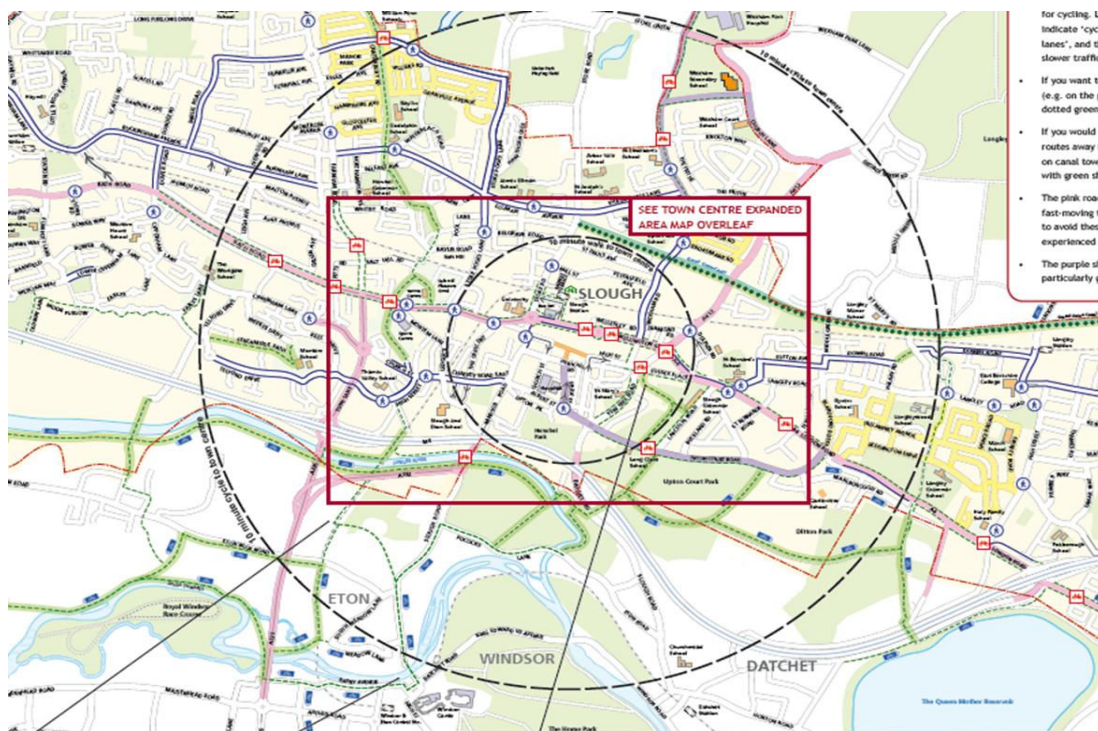
Current Situation in Slough

Slough council is starting to deliver schemes from its 3 year Implementation Plan as part of LTP3, which sets out the council’s transport strategy for the period up to 2026. A part of this plan is a cycling strategy which aims to “co-ordinate all policies and programmes of action which assist in promoting cycling as an attractive, safe and sustainable form of transport for all standards of cyclist.”

Slough’s Local Transport Plan primary objectives are aimed at:

- Ensuring that accessibility to transport facilities is improved for all travellers in Slough, especially for those without a car
- Ensuring that transport contributes to an efficient and sustainable local economy within existing business areas and the town centre
- Ensuring that transport decisions and choices serve to protect and enhance Slough’s built and natural environment
- Ensuring that the safety hazards associated with transport in Slough are reduced for all travellers
- Ensuring that Slough’s transport is better and more efficient through integration with different modes, policies such as health, and with neighbouring areas.

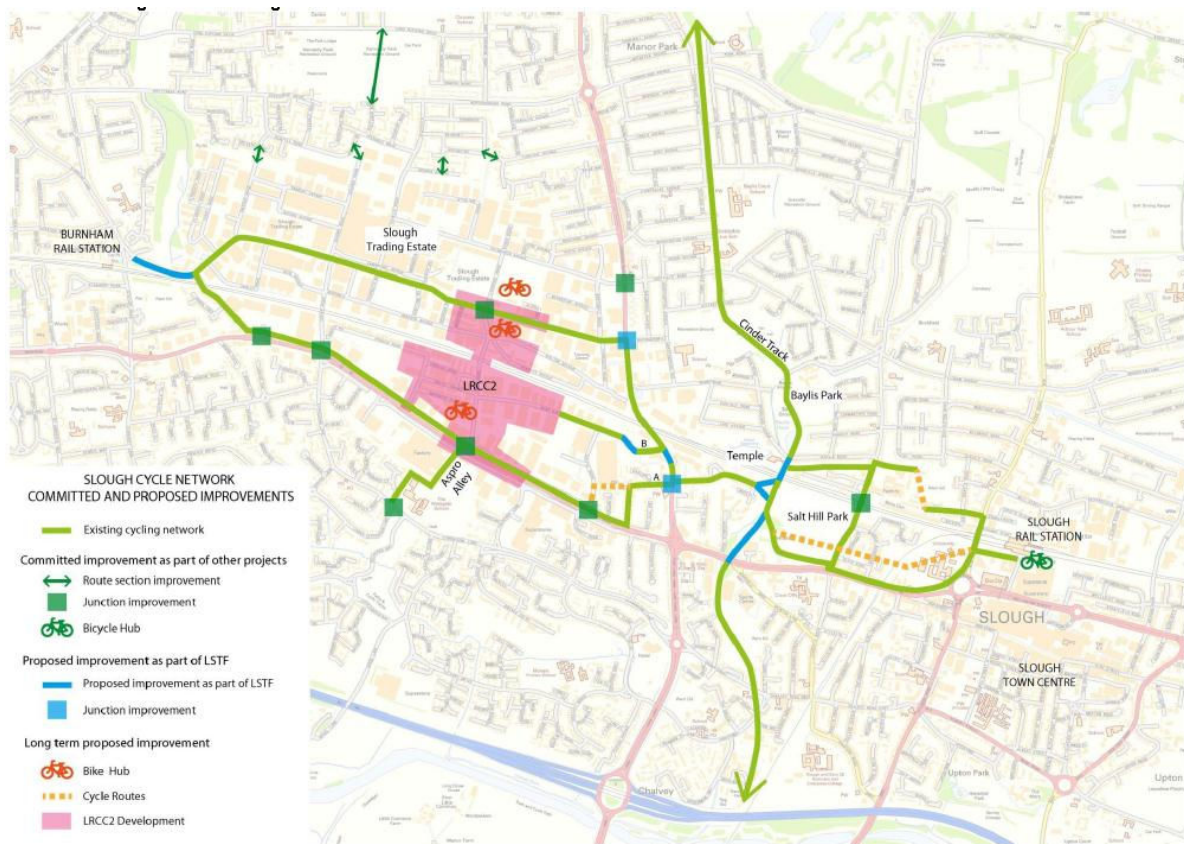
As part of these objectives, developing cycling facilities to increase cycle use within the town has been identified as a key component of the Third Transport Plan. The picture below shows the existing cycle map for the town:



Proposed Development in Slough

The council has recently succeeded in receiving funding from the Local Sustainable Transport Fund. The £4.5 million, match funded application was for a range of measures to reduce congestion in Slough and increase the use of more sustainable methods of transport.

One of the main parts of the bid is for the development of the local cycling infrastructure, in particular a new east-west cycle spine route, and two cycling ‘hubs’ – one at the main station and one at SEGRO. As part of this bid, a large amount of work has been undertaken assessing travel patterns, congestion and air quality within the town. A plan to update the existing cycling infrastructure has also been set out, and the picture below shows the proposed developments (in blue) of the town centre network.



This business plan has been produced by the Slough Climate Change Partnership Delivery Group to provide opportunities for local businesses to support the proposed development of a sustainable transport system in Slough, via potential joint sponsorship of the Slough Bike Hire Scheme. The following pages describe how the scheme has been designed, and sets out the estimated cost requirements for each stage.

Scheme Features and Products

Bike hire schemes can be found all across Europe, Asia and America. In the UK the obvious example is the London Barclays 'Boris Bike' scheme, but 5 other towns have either installed systems or operated feasibility trials on them. These include Blackpool and Dumfries (operated by Hourbike); and Cardiff and Reading (operated by Oybike). The London scheme is operated by Serco, which contracted Canadian company BiXi to install the infrastructure.

Although different schemes vary in how they are operated, most have a number of specific characteristics that encourage use as well as security of the scheme. These include:

- A minimum of 30 minutes free hire (after payment of a token hire fee), then a sliding scale of tariffs for use
- Specifically designed bikes with parts that are non-interchangeable with other bikes
- Hire facilities that require a credit/ debit card input to insure against stealing of bikes and fines for extended use
- Adequate number of bikes and hire points so that the network is easily accessible and bikes can be returned easily (in London the average space between stations is 300m).

After investigating a number of different projects, the group have identified a specification for a scheme that would provide maximum flexibility and security with a mid-range cost. An example of the type of product proposed is shown in the picture. Specific characteristics of this scheme are:

- Small scale scheme
- Solar powered- no groundworks required
- Modular system of 120 bikes
- Typical station size up to 18 bikes



Hire Site Locations

Bike Stations

It is intended that the bike hire sites will be modular and can be moved around different sites in town depending on usage so that ideal sites can be identified. For the initial scheme it has been suggested that bike hire points are located at each train station in Slough, one or two at the SEGRO estate and another in the high street (6 points in total). Exact positioning of the sites will depend on the requirements of the scheme funders. For example, particular companies may choose to have a station situated outside their premises for ease of use. The map below gives an example of how the scheme could be set out:

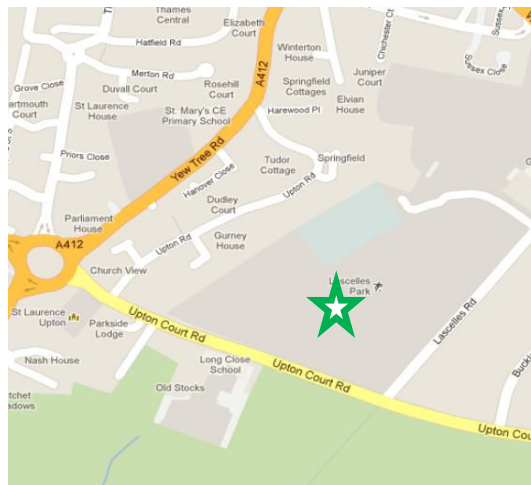


Workshop Location

The scheme will require a central base to provide a workshop for maintenance and storage of bikes. This base will also provide the location for vocational training in bike maintenance as well as for the distribution teams. We are currently in discussions with Slough BC to find a suitable asset in need of redevelopment with sufficient space for a workshop, office, toilets and secure yard for a van and bike storage. We would hope to secure grant funding to bring a run down asset back into community use in return for an appropriate period on peppercorn rent .

From discussions with the council, a number of potential sites have been identified as suitable locations. These are owned by the council, are currently unused and are sites which the council are prepared to provide rent-free. The sites will require some upgrading to provide the required facilities and an initial **£50,000** has been included in our start up costs for this work. An example site is shown below:

Lascelles Yard



Business Plan – Set Up Costs

The costs of a bike hire scheme can be divided into three separate areas, which can change according to council design requirements as well as the support that can be provided from the council. These areas are: 1) Design, 2) Supply and installation, and 3) On-going running costs. An explanation of each stage is set out below:

Design

For each specific Bike Station site, a design pack needs to be produced to satisfy council requirements. These packs include the following:

- **Planning Permission** – not required as permitted development.
- **Design** – costs for design and development of each site – drawings, health and safety surveys, CDM, etc.

After liaising with the council transport department it has been established that Planning Permissions for the sites are not required as they fall under ‘The Town and Country Planning, General Development Order 95 Schedule 2 Permitted Development Part 12 Class A,(a,b).’

If located on Network Rail or private sites (e.g. SSE office) then planning permission would need to be sought from the land owner. Also, as the main train station is listed then listed building consent will be required for this, with associated costs.

We have identified a cost from our contractors of **£3,500 to design each site pack**, not including consents where required.



Supply and Installation



The exact cost of each bike hire site depends upon the site specific requirements identified in the design stage. As a guide, we are working on a cost of **£36,000 per site**, to include all equipment, solar powered station ‘hubs’ and 18 bikes per station. Included in this cost is the software for the call centre and distribution teams to co-ordinate the scheme.

Business Plan – Running Costs

We have set out a profit and loss account for a five year plan to show the initial costs of setting up the program and the on-going running costs. Once the scheme has been designed and installed, it can be seen that the only major yearly overhead is the staff costs. Efforts have been made to reduce the yearly costs as much as possible through the following methods:

- The council to provide rent-free premises for a workshop and storage area
- The council to provide call centre and IT support to the scheme
- All marketing (and associated costs) of the scheme to be provided by the council and scheme partners
- Distribution vans and trailers to be provided by partner organisations e.g. maximizing the non-operational availability of vehicles/trailers currently deployed on the Blue Sky contract with Slough Enterprise (Blue Sky is a wholly owned subsidiary of Groundwork). A fee of £20,000 per year has been included for this, some of which may be covered by existing labour costs.
- Work is currently being undertaken by Groundwork to source funds to set up a social enterprise scheme that can cover some of the premises refurbishment and staff costs e.g. apprentices, training, etc. This could provide one of the ‘funder’ streams of income.

Staff Costs

These have been estimated in the table below and increased yearly at 2%. Groundwork Leicester has created a successful scheme called ‘Bikes for All,’ parts of which we hope to emulate. More exact staff figures and costs will be developed further as we progress.

Slough Bike Hire Scheme Staff Costs

Number	2012/13	2013/14	2014/15	2015/16	2016/17
Workshop Manager	-	1	1	1	1
Maintenance Instructor	-	1	1	1	1
Trainee x 4	-	4	4	4	4
Total	-	6	6	6	6

£'s	Salary	2011/12	2012/13	2013/14	2014/15	2015/16
Salaries						
Workshop Manager	24,000	-	24,000	24,480	24,970	25,469
Maintenance Instructor	20,000	-	20,000	20,400	20,808	21,224
Trainee x 4	8,000	-	32,000	32,640	33,293	33,959
Salaries Total		-	76,000	77,520	79,070	80,652

Business Plan - Funding

Revenue

The P&L account on the next page shows that the bike hire scheme in itself is never going to cover its own costs. An estimation of revenue has been set out assuming 120 bikes are used twice a day with a £1 per hire fee, 6 days a week (to account for lower use at the weekends), for 9 months of the year. This provides a revenue figure of:

$$120 \text{ bikes} \times 2 \text{ hires} \times 6 \text{ days} \times 36 \text{ weeks} = \text{£}51,840$$

We have also assumed a 10% increase in cycle hire use per year. Other fees such as late return fees will also occur, but research suggests that it is best not to include this in figures to give a more accurate worst-case scenario assumption.

Funding

The revenue produced does not cover the running costs of the scheme, and so other funds need to be identified. We are working very closely with Groundwork to identify areas where we can bring in funding to support the social enterprise element of the scheme on a long term basis. Groundwork is currently in the process of creating a 'Funding Strategy' to compliment fee earned income with corporate sponsorship and grant funding for both revenue and capital costs. Examples include:

- Big Lottery Awards for All
- Landaid – Capital Projects Fund
- Esmee Fairbairn Environment Programme
- Landfill Tax Credits – Grondon / CEMEX
- Garfield Weston Foundation
- Lloyds TSB Foundation
- Thames Valley Berkshire LEP Growing Places Fund

The result of this would mean funding could potentially be accessed for vocational skills training, which would cover some of the ongoing staff costs. Estimated income from similar schemes has been in the region of **£30,000 per year**.

We are discussing with various local businesses the possibility of part funding the scheme, and so allowances have been made in the cash flows to show a breakdown in funding requirements over four funders. It is intended that these would include any social enterprise / grant funding as well as contributions from local businesses.



Cost Benefit Analysis

Whilst it is difficult to predict the precise cost benefit of a cycle hire scheme in Slough, cycling infrastructure is a low cost urban transport option that has the potential to have greater overall economic environmental and social benefits compared to mainstream transport investment.

A recent study commissioned by Copenhagen's mayor showed that driving cars offers up a \$0.20 **net loss** for each mile driven due to congestion, health impacts, accidents and damage to the environment. This is in contrast to the bicycle which offers a \$0.35 **net benefit** to the economy per mile ridden.

If we take these figures as a benchmark and assume that each of the 120 Slough hire bikes is cycled 20 miles per day (5 days per week) for 32 weeks of the year the total miles cycled can be estimated at over 384,000 miles providing in excess of £85,000 net benefit to the local economy.

In addition there is some evidence from studies in North Carolina in the USA and Vancouver in Canada that property prices within close proximity of cycle paths (50m) could be expected to increase property values by \$8,800. This is perhaps not such a benefit for Slough as most of the key cycle routes run along the commercial A4 corridor.

However, our cycle hire scheme also has a significant additional economic benefit for those young people in the town who are currently not in employment, education or training (NEET). Investment will allow us to deliver structured and accredited 6 month bike maintenance and repair training helping them off welfare and into tax paying employment. We plan to train a minimum of 4 young people each and every year and help at least 50% of these young people into long term sustained employment. According to the Department for Education the cost to the UK taxpayer of NEETs is £97,000 per person over their lifetime.

With estimated annual running costs of £86,000 (taking into account estimated annual income of £51,000 from bike hire fees) the estimated **return on investment is therefore £3.25 for every £1 of corporate sponsorship.**

Groundwork has a longstanding relationship with the Centre for Local Economic Strategies (CLES) and we would be keen to involve them in this scheme given their expertise in Cost Benefit Analysis and evaluating Social Return on Investment (SROI). Robust evaluation will help us justify on-going investment and potential future expansion of the cycle hire scheme. A budget **fee of £15,000** has been included in year two in order to undertake this analysis.



Business Plan – Cash Flow

Slough Bike Hire Scheme Forecast Cash Flows

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Cash Inflows					
Bike Hire Fees	-	51,840	57,024	62,726	68,999
Total Inflows	-	51,840	57,024	62,726	68,999
Project Costs Cash Outflows					
Site Pack Design x 6	21,000	-	-	-	-
Supply and Installation x 6	220,000	-	-	-	-
Workshop renovation	50,000	-	-	-	-
Workshop equipment/ setup	15,000	-	-	-	-
Training	10,000	-	-	-	-
Website design	2,000	-	-	-	-
Spare Parts Stock	-	5,000	5,000	5,000	5,000
Distribution Vans/ Trailers	-	20,000	20,000	20,000	20,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Total Project Costs Cash Out Flows	318,000	25,000	40,000	25,000	25,000
Overhead Cash Outflows					
Salaries	-	76,000	77,520	79,070	80,652
Management fee	-	32,000	32,000	32,000	32,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Cash Outflows	5,000	118,250	120,033	121,859	123,729
Total Cash Outflows	(323,000)	(91,410)	(103,009)	(84,132)	(79,730)
Funded By:					
Funder 1	81,000	25,000	25,000	20,000	20,000
Funder 2	81,000	25,000	25,000	20,000	20,000
Funder 3	81,000	25,000	25,000	20,000	20,000
Funder 4	81,000	25,000	25,000	20,000	20,000
Total Funding Requirement	324,000	100,000	100,000	80,000	80,000
Cash BF		1,000	9,590	6,582	2,450
Net Inflows/(outflows)	1,000	8,590	(3,009)	(4,132)	270
Cash CF	1,000	9,590	6,582	2,450	2,720

Business Plan – P&L

Slough Bike Hire Scheme Forecast Profit and Loss

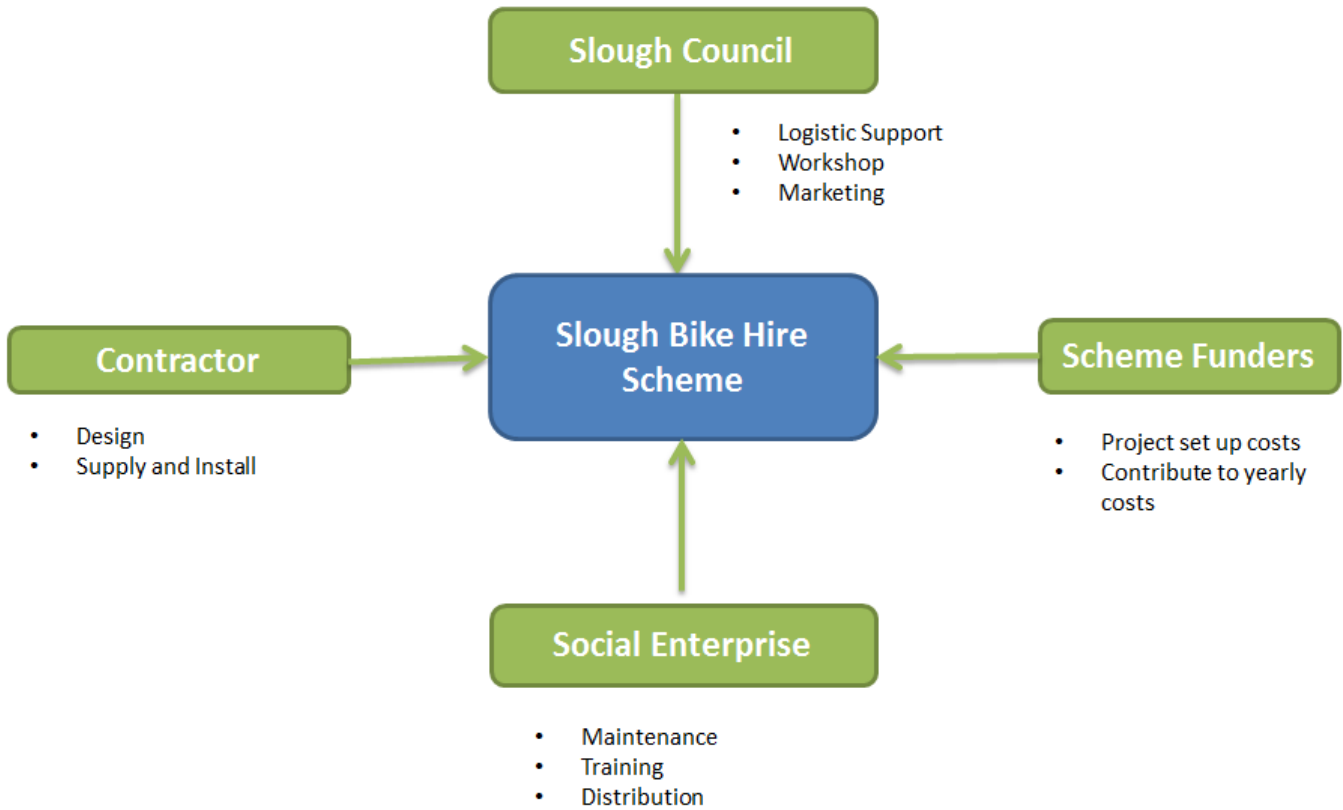
£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Revenue					
Bike Hire Fees	-	51,840	57,024	62,726	68,999
Total Revenues	-	51,840	57,024	62,726	68,999
Project Costs					
Spare Parts Stock	-	5,000	5,000	5,000	5,000
Distribution Vans/ Trailers	-	20,000	20,000	20,000	20,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Depreciation of Inital Costs	-	79,500	79,500	79,500	79,500
Total Project Costs	-	104,500	119,500	104,500	104,500
Overhead Costs					
Salaries	-	76,000	77,520	79,070	80,652
Management fee	-	32,000	32,000	32,000	32,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Costs	5,000	118,250	120,033	121,859	123,729
Total Costs	5,000	222,750	239,533	226,359	228,229
Net Loss	(5,000)	(170,910)	(182,509)	(163,632)	(159,230)

Slough Bike Hire Scheme Forecast Balance Sheet

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Fixed Assets					
Inital Costs and Equipment	318,000	318,000	318,000	318,000	318,000
Accumulated Depreciation	-	(79,500)	(159,000)	(238,500)	(318,000)
	318,000	238,500	159,000	79,500	-
Cash	1,000	9,590	6,582	2,450	2,720
Total Assets	319,000	248,090	165,581	81,949	2,720
Represented By:					
Total Funding	324,000	424,000	524,000	604,000	684,000
Accumualted Losses	(5,000)	(175,910)	(358,419)	(522,051)	(681,281)
	319,000	248,090	165,581	81,949	2,719

Project Structure

The diagram below shows how the different parties will participate in the project. The council will have overall on-going responsibility for the scheme, with the created social enterprise co-ordinating the day-to-day bike maintenance and distribution.



Implementation Plan

The plan below sets out the timescales for the project, with the aim to have the scheme up and running by the spring of 2013. There is a 5 month wait for infrastructure orders so the initial design stage will need to be completed by October 2012 in order to get the equipment produced and installed by April 2013.



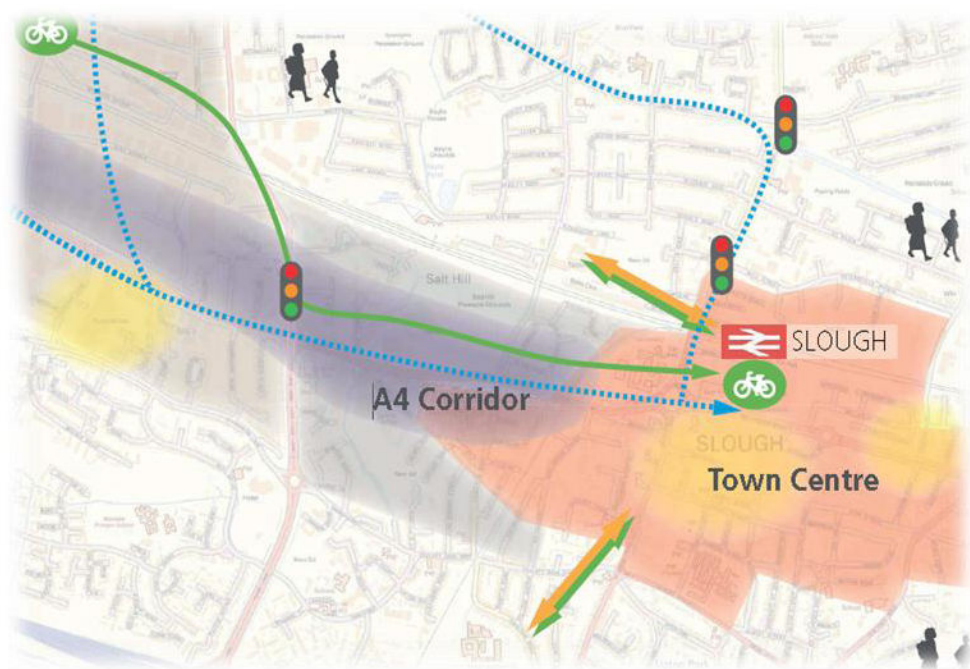
Summary and Next Steps

This business plan presents a proposal for the development of a Slough Bike Hire scheme which could provide huge benefits for Slough businesses and the community. The Climate Change Sub-Group of the Local Strategic Partnership have worked very closely with the council and its partners to develop a proposal that enables delivery of such a scheme, while finding innovative ways to keep costs down.

We are currently looking for a company (or group of companies) to part fund the initial upfront cost, and to commit to a set amount of funding for the next 5 years. As shown in this business development plan, other sources of funding are also being identified to support the scheme, such as social enterprise grants and vocational skills training. On top of the revenue from bike hire fees, it is estimated that required funding support will be up to 50% of the yearly requirements of the scheme.

Once adequate funding has been identified, whether through private funding, vocational skills training or other sources, a report will be delivered to cabinet to provide the go-ahead. Once the council have provided their support for the scheme plan, design can be commissioned. Due to the lead times for the bike scheme equipment delivery, all site design packs will need to be completed by October 2012, so that the scheme can start to be installed in time for the summer of 2013.

The sub group believes that this scheme will be a huge benefit to the town of Slough, providing numerous benefits such as a decrease in congestion, increased health and support for local youth among others. It will help to promote the benefits of cycling across the community and provide a stepping stone on the way to a healthier, more sustainable future in Slough.



Appendix – Scheme Increase Scenarios

After discussions with a number of potential funders it was requested that a number of Scenarios be set out in order for them to understand the potential growth of the proposed Bike Hire Scheme. The original proposal is for a 120 Bike, 6 Hire Point scheme and requires an investment of £681,000 over the 5 years.

We have therefore set out forecast cash flows, P&Ls and balance sheets for the following Scenarios:

- Scenario 2 – 250 Bikes, 12 Hire Points
- Scenario 3 – 500 Bikes, 24 Hire Points
- Scenario 4 – 1000 Bikes, 48 Hire Points

Based on our assumptions as set out in the proposal above, it can be seen that the larger the initial investment, the lower the on-going funding commitment. In Scenario 4 the scheme is cash positive in the second year. In each scenario, while the initial design and setup costs increase along with the size, it is considered that other factors such as staff and other costs do not necessarily need to increase at the same rate. Assumptions have been set out below:

Scenario 2

With 250 bikes the design, setup and spare parts costs double, but it is thought that the staffing levels could remain the same and will cope with the extra requirements.

Scenario 3

Costs rise as in Scenario 2, and an extra instructor and 2 extra trainees are brought in to deal with the increased workload. Extra training and distribution costs are also included.

Scenario 4

Costs rise as in the other Scenarios and staff levels include 3 instructors and 12 trainees.

It is worth noting the scenarios compared to other schemes around the country. In London there are 8,000 'Boris Bikes' and 570 docking stations, In Blackpool there are 50 stations, while in Dumfries there are 9.

Scenario 2 – 250 Bikes, 12 Hire Points

Slough Bike Hire Scheme Forecast Cash Flows

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Cash Inflows					
Bike Hire Fees	-	108,000	118,800	130,680	143,748
Total Inflows	-	108,000	118,800	130,680	143,748
Project Costs Cash Outflows					
Site Pack Design x 12	42,000	-	-	-	-
Supply and Installation x 12	440,000	-	-	-	-
Workshop renovation	50,000	-	-	-	-
Workshop equipment/ setup	15,000	-	-	-	-
Training	10,000	-	-	-	-
Website design	2,000	-	-	-	-
Spare Parts Stock	-	10,000	10,000	10,000	10,000
Distribution Vans/ Trailers	-	20,000	20,000	20,000	20,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Total Project Costs Cash Out Flows	559,000	30,000	45,000	30,000	30,000
Overhead Cash Outflows					
Salaries	-	76,000	77,520	79,070	80,652
Management fee	-	32,000	32,000	32,000	32,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Cash Outflows	5,000	118,250	120,033	121,859	123,729
Total Cash Outflows	(564,000)	(40,250)	(46,233)	(21,179)	(9,981)
Funded By:					
Funder 1	142,000	10,000	12,000	5,000	2,000
Funder 2	142,000	10,000	12,000	5,000	2,000
Funder 3	142,000	10,000	12,000	5,000	2,000
Funder 4	142,000	10,000	12,000	5,000	2,000
Total Funding Requirement	568,000	40,000	48,000	20,000	8,000
Cash BF		4,000	3,750	5,518	4,339
Net Inflows/(outflows)	4,000	(250)	1,768	(1,179)	(1,981)
Cash CF	4,000	3,750	5,518	4,339	2,358

Scenario 2 – 250 Bikes, 12 Hire Points

Slough Bike Hire Scheme Forecast Profit and Loss

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Revenue					
Bike Hire Fees	-	108,000	118,800	130,680	143,748
Total Revenues	-	108,000	118,800	130,680	143,748
Project Costs					
Spare Parts Stock	-	10,000	10,000	10,000	10,000
Distribution Vans/ Trailers	-	20,000	20,000	20,000	20,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Depreciation of Initial Costs		139,750	139,750	139,750	139,750
Total Project Costs	-	169,750	184,750	169,750	169,750
Overhead Costs					
Salaries	-	76,000	77,520	79,070	80,652
Management fee	-	32,000	32,000	32,000	32,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Costs	5,000	118,250	120,033	121,859	123,729
Total Costs	5,000	288,000	304,783	291,609	293,479
Net Loss	(5,000)	(180,000)	(185,983)	(160,929)	(149,731)

Slough Bike Hire Scheme Forecast Balance Sheet

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Fixed Assets					
Initial Costs and Equipment	559,000	559,000	559,000	559,000	559,000
Accumulated Depreciation	-	(139,750)	(279,500)	(419,250)	(559,000)
	559,000	419,250	279,500	139,750	-
Cash	4,000	3,750	5,518	4,339	2,358
Total Assets	563,000	423,000	285,017	144,088	2,358
Represented By:					
Total Funding	568,000	608,000	656,000	676,000	684,000
Accumulated Losses	(5,000)	(185,000)	(370,983)	(531,912)	(681,643)
	563,000	423,000	285,017	144,088	2,357
	-	-	-	-	-

Scenario 3 – 500 Bikes, 24 Hire Points

Slough Bike Hire Scheme Forecast Cash Flows

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Cash Inflows					
Bike Hire Fees	-	216,000	237,600	261,360	287,496
Total Inflows	-	216,000	237,600	261,360	287,496
Project Costs Cash Outflows					
Site Pack Design x 24	84,000	-	-	-	-
Supply and Installation x 24	880,000	-	-	-	-
Workshop renovation	50,000	-	-	-	-
Workshop equipment/ setup	20,000	-	-	-	-
Training	15,000	-	-	-	-
Website design	2,000	-	-	-	-
Spare Parts Stock	-	20,000	20,000	20,000	20,000
Distribution Vans/ Trailers	-	40,000	40,000	40,000	40,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Total Project Costs Cash Out Flows	1,051,000	60,000	75,000	60,000	60,000
Overhead Cash Outflows					
Salaries	-	112,000	114,240	116,525	118,855
Management fee	-	48,000	48,000	48,000	48,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Cash Outflows	5,000	170,250	172,753	175,313	177,933
Total Cash Outflows	(1,056,000)	(14,250)	(10,153)	26,047	49,563
Funded By:					
Funder 1	265,000	4,000	2,000	-	-
Funder 2	265,000	4,000	2,000	-	-
Funder 3	265,000	4,000	2,000	-	-
Funder 4	265,000	4,000	2,000	-	-
Total Funding Requirement	1,060,000	16,000	8,000	-	-
Cash BF		4,000	5,750	3,598	29,645
Net Inflows/(outflows)	4,000	1,750	(2,153)	26,047	49,563
Cash CF	4,000	5,750	3,598	29,645	79,208

Scenario 3 – 500 Bikes, 24 Hire Points

Slough Bike Hire Scheme Forecast Profit and Loss

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Revenue					
Bike Hire Fees	-	216,000	237,600	261,360	287,496
Total Revenues	-	216,000	237,600	261,360	287,496
Project Costs					
Spare Parts Stock	-	20,000	20,000	20,000	20,000
Distribution Vans/ Trailers	-	40,000	40,000	40,000	40,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Depreciation of Initial Costs	-	262,750	262,750	262,750	262,750
Total Project Costs	-	322,750	337,750	322,750	322,750
Overhead Costs					
Salaries	-	112,000	114,240	116,525	118,855
Management fee	-	48,000	48,000	48,000	48,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Costs	5,000	170,250	172,753	175,313	177,933
Total Costs	5,000	493,000	510,503	498,063	500,683
Net Loss	(5,000)	(277,000)	(272,903)	(236,703)	(213,187)

Slough Bike Hire Scheme Forecast Balance Sheet

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Fixed Assets					
Initial Costs and Equipment	1,051,000	1,051,000	1,051,000	1,051,000	1,051,000
Accumulated Depreciation	-	(262,750)	(525,500)	(788,250)	(1,051,000)
	1,051,000	788,250	525,500	262,750	-
Cash	4,000	5,750	3,598	29,645	79,208
Total Assets	1,055,000	794,000	529,097	292,394	79,208
Represented By:					
Total Funding	1,060,000	1,076,000	1,084,000	1,084,000	1,084,000
Accumulated Losses	(5,000)	(282,000)	(554,903)	(791,606)	(1,004,793)
	1,055,000	794,000	529,097	292,394	79,207
	-	-	-	-	-

Scenario 4 – 1000 Bikes, 50 Hire Points

Slough Bike Hire Scheme Forecast Cash Flows

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Cash Inflows					
Bike Hire Fees	-	432,000	475,200	522,720	574,992
Total Inflows	-	432,000	475,200	522,720	574,992
Project Costs Cash Outflows					
Site Pack Design x 48	168,000	-	-	-	-
Supply and Installation x 48	1,728,000	-	-	-	-
Workshop renovation	50,000	-	-	-	-
Workshop equipment/ setup	20,000	-	-	-	-
Training	20,000	-	-	-	-
Website design	2,000	-	-	-	-
Spare Parts Stock	-	40,000	40,000	40,000	40,000
Distribution Vans/ Trailers	-	40,000	40,000	40,000	40,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Total Project Costs Cash Out Flows	1,988,000	80,000	95,000	80,000	80,000
Overhead Cash Outflows					
Salaries	-	180,000	183,600	187,272	191,017
Management fee	-	64,000	64,000	64,000	64,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Cash Outflows	5,000	254,250	258,113	262,060	266,095
Total Cash Outflows	(1,993,000)	97,750	122,088	180,660	228,897
Funded By:					
Funder 1	499,000	-	-	-	-
Funder 2	499,000	-	-	-	-
Funder 3	499,000	-	-	-	-
Funder 4	499,000	-	-	-	-
Total Funding Requirement	1,996,000	-	-	-	-
Cash BF		3,000	100,750	222,838	403,498
Net Inflows/(outflows)	3,000	97,750	122,088	180,660	228,897
Cash CF	3,000	100,750	222,838	403,498	632,395

Scenario 4 – 1000 Bikes, 50 Hire Points

Slough Bike Hire Scheme Forecast Profit and Loss

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Revenue					
Bike Hire Fees	-	432,000	475,200	522,720	574,992
Total Revenues	-	432,000	475,200	522,720	574,992
Project Costs					
Spare Parts Stock	-	40,000	40,000	40,000	40,000
Distribution Vans/ Trailers	-	40,000	40,000	40,000	40,000
Year 2 Cost Benefit Analysis	-	-	15,000	-	-
Depreciation of Inital Costs	-	497,000	497,000	497,000	497,000
Total Project Costs	-	577,000	592,000	577,000	577,000
Overhead Costs					
Salaries	-	180,000	183,600	187,272	191,017
Management fee	-	64,000	64,000	64,000	64,000
Marketing and Publicity	-	-	-	-	-
Premises / Utilities	5,000	5,250	5,513	5,788	6,078
Insurance	-	5,000	5,000	5,000	5,000
Total Overhead Costs	5,000	254,250	258,113	262,060	266,095
Total Costs	5,000	831,250	850,113	839,060	843,095
Net Loss	(5,000)	(399,250)	(374,913)	(316,340)	(268,103)

Slough Bike Hire Scheme Forecast Balance Sheet

£'s	2012/13	2013/14	2014/15	2015/16	2016/17
Fixed Assets					
Inital Costs and Equipment	1,988,000	1,988,000	1,988,000	1,988,000	1,988,000
Accumulated Depreciation	-	(497,000)	(994,000)	(1,491,000)	(1,988,000)
	1,988,000	1,491,000	994,000	497,000	-
Cash	3,000	100,750	222,838	403,498	632,395
Total Assets	1,991,000	1,591,750	1,216,837	900,497	632,395
Represented By:					
Total Funding	1,996,000	1,996,000	1,996,000	1,996,000	1,996,000
Accumualted Losses	(5,000)	(404,250)	(779,163)	(1,095,503)	(1,363,606)
	1,991,000	1,591,750	1,216,837	900,497	632,394
	-	-	-	-	-

Slough Borough Council

Corporate Plan

2012 - 2013

VERSION CONTROL

Version	Revision Date	Summary of Changes
1	160212	1 st draft for CMT consultation
2	030312	Incorporates CMT comments for SMT discussion
3	170412	Includes feedback from directorates
4	120512	Revised vision statement
5	260612	Amendments prior to CMT consideration
6	050712	Cabinet version
7	060712	With Leader's Foreword

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Message from the Leader of the Council

There often exists a utilitarian view of local authorities, as simply there to resurface roads, collect bins and plant flower beds. The council does all these things and does them well but there should also be an aspiration to take the decisions which can improve the lives of the local community. This was epitomised in the late 19th century municipal boom which delivered magnificent infrastructure and a new era of public services and spaces. From April 2013 councils will regain responsibility for public health, as well as additional new freedoms as part of the Government's Localism Act, which will allow councils to react more flexibly in response to the needs of the community.

The Sustainable Community Strategy sets out the priorities for the town based around themes of economy and skills, health and wellbeing, housing, regeneration and environment and safer communities. These priorities were agreed in 2011 following consultation with partners and residents through Slough Forward, the predecessor to the Slough Wellbeing Board. This Corporate Plan complements the Sustainable Community Strategy and establishes what the council will do to deliver on these priorities.

It has been a challenging few years for the public sector, with substantial cuts to funding. The needs of the local population however, remain the same. The council has therefore had to rethink the way it delivers services to ensure they reach those in most need, and deliver the best outcomes, within the resources available. As a result of the difficult decisions the council has taken, our services are now more focussed and efficient. The council has also been careful to ensure that dealing with the cuts to our funding has not become a distraction from delivering what residents really want.

Slough's success is the ability with which it reinvents itself to meet the current needs of its population and business. As a council we want to nurture that skill. We have a vibrant and resilient economy which is vital to the ongoing wellbeing of our population. Work remains to be done, with the completion of the Heart of Slough regeneration as well as in our neighbourhoods, we will continue to focus service delivery to those who need it most, and to look at the way the council operates to take advantage of innovative delivery.

This Corporate Plan shows how, as a council, we will remain focussed on our priorities, shaped by residents, and continue to deliver high quality services that local people value and expect.

Cllr Rob Anderson
Leader Slough Borough Council

About Slough

Slough is a predominantly urban area within the south east which is officially home to 131,100 people. However, we know that the actual figure is much higher as should be evidenced when the 2011 Census data is published (initial results in summer 2012). This growing population which includes a large number of new arrivals, not only to the town, but to the country, is very diverse. This diversity is a strength and we are proud of the way communities work together in a positive way, but the demands on council services have also posed some difficulties in managing scarce and diminishing resources.

Using the 2001 Census as a base the borough is estimated to have a 36% ethnic minority population, but this is now believed to be much too low and could be as high as 50% (as evidenced in our school population). Again we will know more when the Census results are published.

The town has tremendous assets notably the excellent road, rail and air transport infrastructure and the numbers of national and international business headquarters.

However, some significant challenges remain, to:

- Improve the skills of local people
- Improve housing quality, availability and affordability
- Improve the health of local people
- Reduce traffic congestion and pollution
- Build an attractive local environment
- Reduce crime and the fear of crime
- Maintain strong community cohesion

More information about the strengths and challenges of the borough is available in the 'Slough Story' which includes key statistics and information about Slough and is available on the Council's website at <http://www.slough.gov.uk/council/strategies-plans-and-policies/slough-story.aspx>

About this Plan

This Corporate Plan runs from 2012 - 2013 and sets out the Council's political and managerial objectives. These complement the priorities we have agreed with our partners for the town as a whole as expressed in our Sustainable Community Strategy.

The Corporate Plan sets out the Council's vision and is an important part of our business planning and the way that we manage our performance, linking the Council's vision and priorities to the everyday activities of our staff. It sets out our key priorities and explains what we are doing to ensure that the organisation works more effectively so that our services can make a difference. Our service plans, which guide our day to day activity, link into this plan.

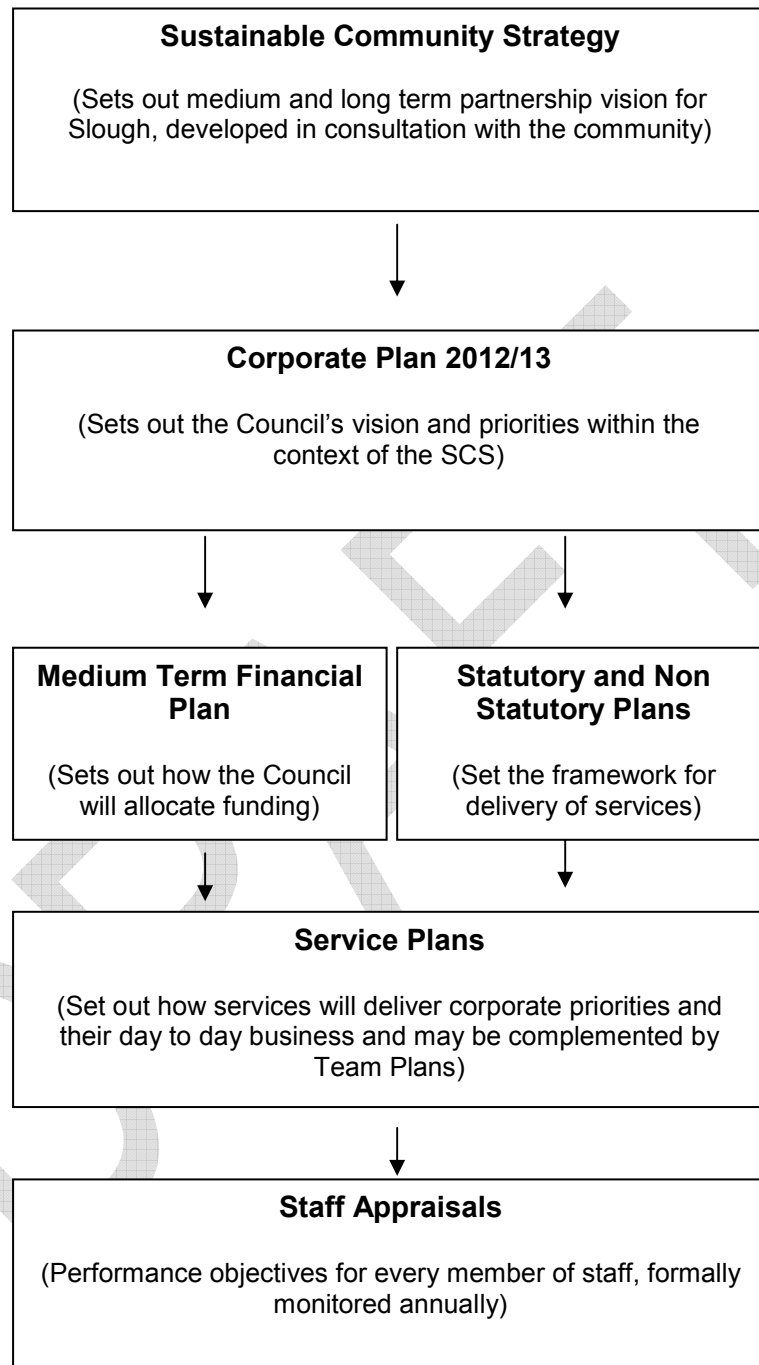
The Corporate Plan and the business planning process provide a mechanism to consider competing demands on the Council's resources and agree how these will be prioritised. The Corporate Plan focuses on key areas of activity with corporate importance and other activity will be set out in service plans.

This Plan forms part of the 'golden thread', the way in which our corporate, service and financial planning is aligned (see diagram below). We manage performance through monthly assessment of progress on our 'gold' projects (the most important projects being managed by the Council, ranging from infrastructure to change projects, see list in Appendix A) and through a balanced scorecard of performance measures under the quadrants of people, volume, quality and outcomes.

There are a range of statutory and non-statutory plans and strategies which guide service delivery, the main ones are listed in Appendix A.

We also produce the Annual Report which looks back on progress during the previous year and reports on the performance of our services.

The 'Golden Thread'



A Vision for Slough and the Sustainable Community Strategy

“People are proud to live in Slough where diversity is celebrated and where residents can enjoy fulfilling, prosperous and healthy lives.”

Our vision for Slough is shared with our public, private, voluntary and community sector partners and is set out in our Sustainable Community Strategy. This vision was developed after the council and its partners spent nearly a year talking to local people, public, private and voluntary sector agencies to identify and agree our long term vision and ambitions for the future. It was reviewed in 2011 and the refreshed five priorities supporting the vision are:

- **Economy and Skills**
By 2028, Slough will be an accessible location, competitive on the world stage with a sustainable and varied business sector and strong knowledge economy, supported by a local workforce who have the skills to meet local businesses’ changing needs.
- **Health and Wellbeing**
By 2028, Slough will be healthier, with reduced inequalities, improved wellbeing and opportunities for our residents to live positive, active independent lives.
- **Housing**
By 2028 Slough will possess a strong, attractive and balanced housing market which recognises the importance of housing in supporting economic growth.
- **Regeneration and Environment**
By 2028, Slough will be distinctive from our competitors, harnessing the diversity and creativity of our people and our cultural and physical fabric to create an attractive local environment for our residents and businesses.
- **Safer Communities**
By 2028, Slough will have levels of crime and disorder that are not significantly higher than in any other town in the Thames Valley. Agencies will be working collaboratively to address the underlying causes of crime and communities will feel safe and able to play an active part in making Slough a better place to live, work and visit.

There are also two cross-cutting themes:

- Civic responsibility
- Improving the image of the town

The Sustainable Community Strategy priorities also relate closely to the summarised Joint Strategic Needs Assessment priorities:

- Reduce inequalities in health
- Reduce adult and childhood obesity
- Improve the quality and availability of housing and environment for Slough residents
- Increase skills and employment opportunities
- Reduce violent crime, domestic abuse and sexual abuse
- Early intervention to reduce child poverty and improve child safety
- Reduce the impact of mental illness
- Early diagnosis of long term conditions

During 2012 we will be developing our Joint Health and Wellbeing Strategy (called the Slough Wellbeing Strategy) and our aim is to merge this with the Sustainable Community Strategy to form our overarching strategic plan with partners.

The Council's Vision and Objectives

Our Three Year Plan

Slough is a place of opportunities and challenges, unlike anywhere else in the south east. Our vision is of a Council that can continue to adapt to and lead change, though new ways of working and commissioning services.

We want Slough Borough Council to be an organisation that continues to deliver high quality services to meet local needs, through a committed and capable workforce and partnerships that provide value for money for our customers. We want the Council to be the force that drives the borough's continued success – ensuring that Slough's residents can contribute to and benefit from our opportunities.

Over the next three years we will move to a more mixed form of service provision, with more commissioned services delivered by partners, contractors and the voluntary sector, and fewer directly staff employed directly by the Council.

We will recruit flexible and adaptable staff who already have the skills we will need, including commissioning, entrepreneurial, commercial, change, and transformational leadership. We will develop those skills further where needed to ensure we can deliver our objectives.

The people we employ and work through will reflect the local community in ethnicity, age and gender. We will work hard to ensure that local people have the skills to compete for our jobs wherever possible. Our employees will be committed to promoting and improving equality in employment and passionate about excellent customer service, meeting customers' needs, and responding to their feedback. They will work hard to know our communities so that we have better understanding of current and future local needs. They will be adaptable, able to respond quickly and effectively to changes in service demand. They will be excellent communicators; able to explain what we do and why we do it to manage community expectations within available resources.

The way we employ people will need to change to support this vision for our people. We will put in place increased flexibility in working patterns and arrangements including working hours, fixed term contracts, use of temporary staff and home working. We will need to develop succession planning and talent management particularly in areas where high turnover is expected; and address the causes of relatively high sickness and low and high turnover in some services. These are the foundations we will build to enable our people to build the vision we share.

To deliver this vision and in addition to the Sustainable Community Strategy's five priorities, the Council has its own objectives which will shape its work over the next two years:

1. Improve customer experience
2. Deliver high quality services to meet local needs
3. Develop new ways of working
4. Deliver local and national change
5. Develop a skilled and capable workforce
6. Achieve value for money

We have also agreed a set of Values which set out the culture of the organisation and which are included in Appendix A.

1. Improve the Customer Experience

The Council has agreed a customer focus programme which aims to improve customer satisfaction with access to our services, improve the quality of response across all access channels and increase access to “self-service” information, automating transactions where appropriate.

During 2012/13 we will:

- Bring all services' duty desks and first line enquiries into My Council (the Council's frontline face to face and telephone point of contact)
- Work with service areas to ensure that customers' telephone inquiries are responded to and reduce repeat calls
- Ensure that all customer service advisers are trained and supported to resolve more calls when a first inquiry is made
- Launch a new council website to help customers get information and services and to increase the range of online transactions
- Develop a strategy to encourage more customers to use the website and telephone rather than visiting the council
- Agree a Community Engagement Strategy and guidance for staff
- Develop more opportunities for customers to provide service feedback and respond to suggestions for service improvement
- Work with health services to improve the customer experience across health and social care.

2. Deliver High Quality Services and Facilities to Meet Local Needs

The Council aims to deliver high quality services that meet the diverse needs of local people despite reduced resources and will look for opportunities to regenerate and improve Slough.

During 2012/13 we will:

- Continue to deliver the Britwell Regeneration programme including the Britwell Hub, new housing and shops
- Develop other community hubs to bring services closer to residents
- Invest in neighbourhood environmental and community safety improvements
- Implement the School Places Project to meet the demand for school places
- Deliver personalised social care services
- Increase family placements to improve fostering and adoption outcomes

- Respond to the Raising Participation Age to ensure that young people recognise the opportunities of continuing in education
- Raise achievement for the youngest children
- Improve the skills of local people and access to work including via apprenticeships and the Aspire project with private and public sector partners
- Increase opportunities for participation in sport

3. Develop new ways of working

The Council will continue to look for new ways of providing high quality services and making best use of our resources through partnerships and outsourcing.

During 2012/13 we will:

- Launch the Thames Valley Transactional Services Centre in April 2012
- Consider whether to agree a Local Asset Backed Vehicle, which would involve a partnership to maintain and develop our building and land assets
- Consider social enterprise as a means to provide social care and other Council services
- Review whether other Council services are suitable for partnerships and outsourcing.

4. Deliver Local and National Change and Improvement

The Council needs to ensure that all services identify areas where they need to improve and put plans in place to do so. There are also many local and national changes including new statutory requirements, which we need to respond to.

During 2012/13 we will:

- Implement the Children's Safeguarding Improvement Plan.
- Agree and implement a Public Health Transition Plan
- Develop the Slough Wellbeing Board (Health and Wellbeing Board) while in its shadow formation including its sub-structure
- Agree a new Joint Health and Wellbeing Strategy
- Use the opportunities provided by the Localism Act to improve services for local people and be more responsive to communities aspirations
- Increase the range of social care services that are provided jointly by the Council and NHS
- Commission the new Healthwatch body to give local people a voice in the provision of health and social care
- Invest in transport infrastructure to improve communication links

- Coordinate activity in the town centre to improve the retail offer, including via the appointment of a town centre manager

5. Develop a Skilled and Capable Workforce

The Council's staff are our most important resource and we need to attract the best staff to Slough and develop them while they are here, both to deliver the highest quality services and to retain good staff.

During 2012/13 we will:

- Agree a Workforce and Organisational Development Strategy and an action plan to implement the Strategy's objectives.

6. Achieve value for money

More than ever the Council needs to ensure value for money, make the most effective use of its resources, identify savings, increase income and ensure that budget variances are monitored tightly during each financial year.

During 2012/13 we will:

- Continue to implement our Accommodation Strategy to reduce building maintenance costs
- Review, redesign and where appropriate de-commission major contracts and commissioned services to ensure value for money
- Implement year one of our new three year Procurement Strategy which will provide savings and improve the way we procure and commission services
- Develop joint commissioning opportunities with the NHS and other partners
- Reshape our capital programme to ensure we make best use of capital resources
- Reduce staff agency costs
- Implement a revised approach to business continuity planning to ensure that we have recovery plans if services are lost
- Improve the way that we manage projects to ensure that resources are used effectively and costs are minimised
- Complete reorganisation of the Council's structure to reduce costs and improve efficiency
- Develop and publish equalities monitoring information to meet statutory requirements
- Implement the Income Collection and Debt Recovery Policy to improve performance in these areas.

Finance

The Council has agreed a Medium Term Financial Strategy for 2012/13 – 2015/16. The strategy delivers the Council's objective to secure a sustainable balanced budget position across the medium term. In so doing a balanced budget position is presented across a five year period, accommodating both clearly identified savings and known future challenges.

Members of the Council are drivers of budget policy and have set clear objectives for community and service priorities:

- Protecting front line services
- Investing in service improvements to secure improved quality
- Maintaining and increasing employment opportunities in the town
- Providing capital investment for major regeneration, housing and infrastructure schemes
- Investing in local community priorities
- Increasing general fund balances to provide improved financial security in the current economic climate
- Delivering savings requirements resulting from national government cuts in public sector spending
- Accommodating the withdrawal of government subsidy for housing stock.

Each year, the Council must prepare a budget that fulfils five main purposes:

- To set the level of Council Tax for the forthcoming financial year;
- To prioritise resources;
- To authorise expenditure;
- To provide a base to control expenditure and income;
- To establish targets against which performance and achievements can be measured.

Budget Timetable

February to April	Council agrees general revenue budget framework; capital budget framework; associated council tax levels; and treasury management policy.
April/May	Council tax and non-domestic rate bills are despatched. Work commences on next year's revenue and capital budget frameworks.
August/September	Financial Reviews (i.e. Fees and Charges, Option Appraisals, Growth and Savings options).
October	Financial Reviews (i.e. Fees and Charges, Option Appraisals, Growth and Savings options).
November/December	Financial Reviews (i.e. Fees and Charges, Option Appraisals, Growth and Savings options).
December	Government publishes provisional local authority funding

levels for next year for consultation.

Precepts announced by Parish Councils.

Council tax-base and collection fund surplus/deficit calculated.

January

Financial reviews completed.

Government publishes final local authority funding levels for next year.

February

Council housing rent and Housing Revenue Account business plan review.

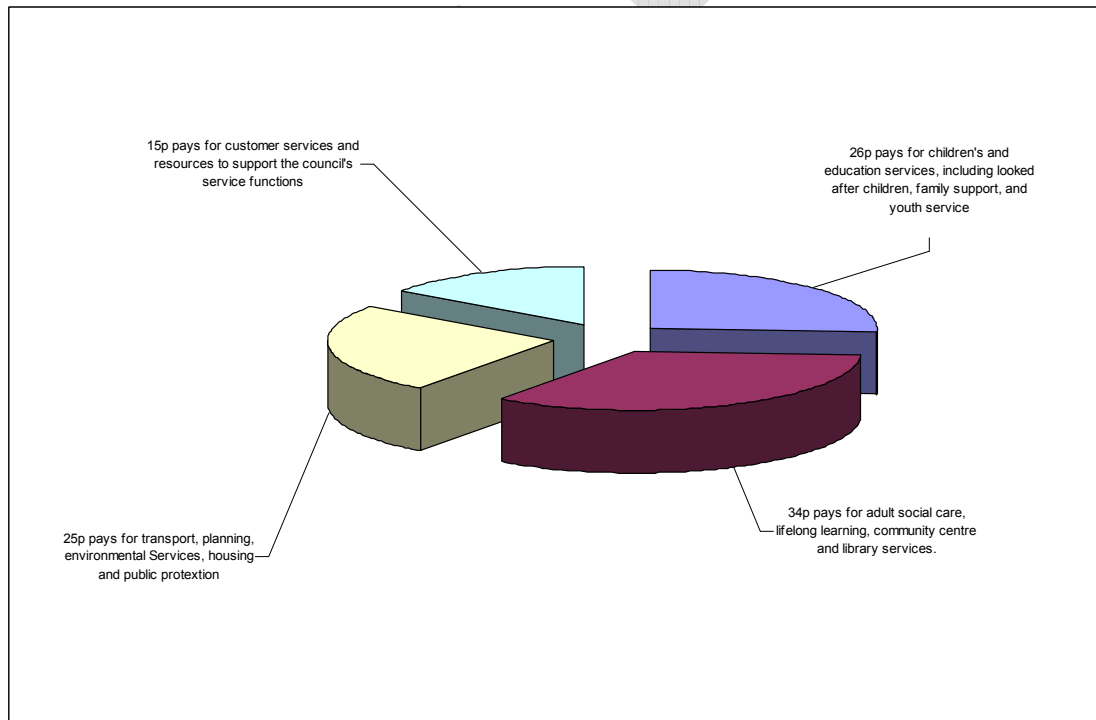
Precepts and levies announced by Fire and Police Authorities

February to April

Council agrees general revenue budget framework; capital budget framework; associated council tax levels; and treasury management policy.

Council tax and non-domestic rate bills are despatched.

How the money is spent



Sources of Funding

Source of funding	2011/12		2012/13	
	£000	%	£000	%
Business Rates Pool	43,730	42%	51,109	51%
Revenue Support Grant	13,517	13%	1,014	1%
Total from Central Government	57,247	54%	52,123	52%
Balance from Council Tax	47,860	46%	48,337	48%
Total Budget Requirement	105,107	100%	100,460	100%

Service Budgets

2011/12 Gross Budget £000	Services	2012/13 Gross Budget £000
27,789	Education and Children's Services	26,972
39,139	Community and Wellbeing	38,895
5,206	Customer and Transactional Services	4,574
33,257	Resources and Regeneration	32,741
657	Chief Executive	1,525
266	Corporate	262
0	Inflation	2,949
106,314	Total Cost of Services	107,918
3,017	Treasury Management	3,317
4,233	Earmarked Contingencies & Other Balances	809
(65,704)	Sources of Funding	(63,707)
47,860	Council Tax Requirement excluding Parishes	48,337
264	Local Parishes	268
48,124	Total Council Tax Requirement	48,605

How the Council Works

Political Structure

The Council has 41 elected members of the Council (councillors). Each councillor is democratically elected to represent their wards for four years. Each ward has three members representing it. A third of councillors are elected in each election.

The Cabinet (or Executive)

The Cabinet sets the vision and direction of the local authority. It prioritises resources and activity to ensure that services are delivered to meet local needs and that where necessary services are improved. The Cabinet is made up of eight councillors - the Leader plus seven Commissioners.

Commissioners are councillors who are appointed by the Leader to look after their own range of services (called a portfolio). The Cabinet makes recommendations to the full Council on the most important policy decisions and the budget.

Overview and Scrutiny

The Council has an Overview and Scrutiny Committee and three Scrutiny Panels. These are made up of councillors and co-optees (people with particular expertise in a certain field). Overview and Scrutiny provides a check on the activities of both the Council and the work of our partners such as the Police and the NHS. Overview and Scrutiny may question the Cabinet's decisions to ensure that they take account of community concerns and the way that they take the decisions is transparent and reasonable.

Organisational Structure

The leadership and management of the Council are undertaken by the Corporate Management Team (CMT), led by the Chief Executive. The four Strategic Directors sit with the Chief Executive on CMT. CMT works with the Council's staff to translate the elected councillors' vision into action. CMT regularly monitors the Council's overall performance and ensures that improvement activity is undertaken where necessary.

Background Information

The Council's "Gold" Projects:

1. Britwell Regeneration
2. Business Continuity
3. Customer Focus Programme
4. Debt Management
5. Delivering Personalised Services Programme
6. Family Placement Service
7. Public Health Transition Programme
8. Safeguarding Improvement Plan
9. School Places in Slough
10. Slough Local Asset Backed Vehicle('LABV')
11. Thames Valley Transactional Services Project

Supporting Plans and Strategies [links to these in final version]

Sustainable Community Strategy
Slough Story
Local Economic Assessment
Health and Wellbeing Strategy 2009/13
Joint Strategic Needs Assessment 2011
Children and Young People's Plan 2011-2014
Children's Safeguarding Improvement Plan
Supporting People Plan
Adults Safeguarding Plan
Personalisation Strategy
Commissioning Strategy for Adult Social Care
East Berkshire Dementia Strategy
Housing Strategy 2005-2010
Homelessness Strategy 2008-2011
Carbon Management Plan
Climate Change Strategy
Parks and Open Spaces Strategy
Heart of Slough Masterplan
Britwell Regeneration Masterplan
Asset Management Plan
Local Development Plan, Core Strategy
Waste Strategy
Local Transport Plan
Strategic Needs Assessment 2011
Safer Slough Partnership Action Plan
Drug and Alcohol Abuse Team Adult Drug Treatment Plan
Accommodation Strategy
Procurement Strategy

Our Values

We all have our part to play in making Slough a better place to live, work and visit. We need to share a common approach to the way we work and deliver services, whether we work directly with the public or in support services. The Council's Values set out that shared approach.

Our values are:

- Customer Focus
- Taking Responsibility
- Respecting Others
- Taking Pride

Customer Focus

We will:

- Make it easy for customers to contact us and use our services
- Ask our customers what they think about our services and act on their views
- Respond to the needs of our diverse communities

Taking Responsibility

We will:

- Get things done and in good time
- Resolve problems even if it is not our job
- Take decisions and the initiative

Respecting Others

We will:

- Treat everyone fairly and value differences
- Communicate openly and honestly with customers and colleagues
- Accept change and move on positively when a decision is made

Taking Pride

We will:

- Work as one Council and promote Slough as a place to live, work and visit
- Suggest ways to improve how we work
- Find ways to improve our own skills and knowledge

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Dated: _____ 2012

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SLOUGH BOROUGH COUNCIL

-and-

READING BOROUGH COUNCIL

-and-

WEST BERKSHIRE COUNCIL

-and-

WOKINGHAM BOROUGH COUNCIL

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ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

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Agreement for Participation in Education or Training for Young People Aged 16-19 and Young Adults with a Learning Difficulty and /or Disability Aged 16 to 25

Deleted: POST 16 COMMISSIONING IN BERKSHIRE

Relating to Joint Arrangement for the 'Raising Participation Partnership' (formerly known as the Berkshire Sub Regional Group),

Deleted: to Commission Education and Training for 16-19 Year Olds and Young Adults 25 if subject to a learning difficulty or disability assessment

THIS AGREEMENT is made the _____ day of _____ Two Thousand and Twelve

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BETWEEN SLOUGH BOROUGH COUNCIL of the first part, READING BOROUGH COUNCIL of the second part, WEST BERKSHIRE COUNCIL of the third part and WOKINGHAM BOROUGH COUNCIL of the fourth part.

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Deleted: ROYAL BOROUGH OF WINDSOR & MAIDENHEAD

RECITALS

1. The Parties have agreed to develop and maintain a Joint Arrangement to deliver Local Authorities' Statutory responsibility to secure sufficient, suitable education and training opportunities to meet the reasonable needs of all young people in their area.

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2. This Agreement is made in accordance with the following powers and all other powers enabling the Parties to do so:-

Deleted: <#>Education and Training for 16-19 year olds and Young Adults to 25 with Learning Difficulties or Disabilities.¶

The Local Authorities (Goods & Services) Act 1970 Section 1

Local Government Act 1972 Section 101

Local Government Act 1972 Section 111

Local Government Act 1972 Section 113

Local Government Act 2000 Section 20

Education and Skills Act 2008 Sections 68, 70 and 71

Apprenticeships Skills Children and Learning Act 2009 Section 41

Comment [h1]: Nothing in the 2012 Education Act that changes or adds to this.

NOW IT IS HEREBY AGREED AND DECLARED AS FOLLOWS

1. **DEFINITIONS**

1.1. In this Agreement where the context allows:

“Annual Business Plan” means the plan produced by the Team to describe the provision of the Service for the financial year.

“Approved Budget” means the budget approved by the Parties for the provision of the Service (described below).

“Board” means the Strategic Board of this Joint Arrangement as detailed and comprised in the Decision Making and Governance Arrangements approved by the Parties annexed hereto and marked Appendix A.

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“Commencement Date” means 1 ~~April 2012.~~

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“Contingency Fund” means the surplus funds available to the Partnership for the purposes of meeting liabilities relating to the Service; carry over of such funds to the following financial year will be subject to approval by the Board.

“Director of Children’s Services” means the Director of Children’s Services or equivalent Local Authority Officer.

“Education and Training” means planning ~~and securing~~ further education and training for young people aged 16-19 and young people aged 16-25 with a Learning Difficulty and/or Disability assessment

Deleted: , commissioning and funding

Deleted: 16-19 year olds and young adults to 25 with learning difficulties or disabilities.

“Education Funding Agency” means the organisation with responsibility for sponsorship of Academies and for funding education and training for 16-19 year olds and 16-25 year olds with a learning difficulty and/or disability.

“Finance Officers” means those officers designated by the Parties for the purposes of s. 151 of the Local Government Act 1972 or any replacement thereof from time to time in force.

“Financial Year” the period commencing on the 1 April and ending on the succeeding 31 March.

“Grant” means the grant allocated to the Raising Participation Partnership from Local Authorities, for the purpose of undertaking Statutory Duties relating to education and training for young people aged 16-19 and young people aged 16-25 with a Learning Difficulty and/or Disability assessment.

“Host Authority” means Slough Borough Council.

“the Insured Risks” fire lightning explosions storm tempest flood bursting and overflowing of water tanks apparatus or pipes earthquake aircraft and other aerial devices dropped from aircraft riot and civil commotion and such other risks as the Host Authority may consider it prudent to insure.

“Joint Committee” the committee established as the body to exercise the function and responsibilities of the joint agreement described in Appendix A to this Agreement.

"Local Government Ombudsman" means the person or persons appointed for the purposes of Part 3 of the Local Government Act 1974 (as amended)

Deleted: "LSC" means Learning and Skills Council

"Other Parties" means such one or more of the Parties as the context requires excluding the Host Authority.

"Participation Executive Group" means the group set up to monitor the delivery of the Service and advise and make recommendations to the Board.

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"Parties" means the Parties to this Agreement.

"Service" means the Service described in Appendix 'B' to this Agreement and referred to as the Service Specification.

"Raising Participation Partnership" means the Partnership of the four Local Authorities of Slough, Reading, West Berkshire and Wokingham.

Deleted: "SFA" means the Skills Funding Agency

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"Skills Funding Agency" means the organisation with responsibility for sponsorship of Further Education Colleges and Independent Training Providers.

Deleted: "Grant" means the grant allocated to the Sub Regional Group from Local Authorities, for the purpose of undertaking responsibilities relating to 16 -19 commissioning as required by the Apprenticeships, Skills, Children and Learning Act 2009 and the Statutory Guidance: Funding Arrangements for 16-19 Education and Training.

"Team" means the Raising Participation Team comprising those members of staff employed by the Host Authority for the purpose of providing the Service pursuant to Clause 3 hereof.

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"Team Director" means the member of staff appointed by the Host Authority as "Director, Raising Participation

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|

Partnership” to manage the Team on a day-to-day basis.

“Term” means the period commencing on 1 April 2012 and expiring on 31 March 2015 or such other later date as may be agreed between the parties in accordance with Clause 16.3.

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"TUPE" means the Transfer of Undertakings (Protection of Employment) Regulations 2006 as amended from time to time any relevant European Directives.

“Young People” means young people aged 16-19 and young people aged 16-25 with a Learning Difficulty and/or Disability assessment

Deleted: “YPLA” the Young People’s Learning Agency

2. **THE SERVICE**

2.1 Subject as hereinafter provided the Host Authority shall provide the Service through the Team during the Term and shall use all reasonable endeavours to keep the cost of the Service within the Approved Budget. The budget is to be approved annually by the Joint Committee on recommendation of the Board. For the purposes of the day to day operations of the Raising Participation Partnership the Joint Committee shall require the Board to oversee and co-ordinate the functions of the Partnership. It is acknowledged that the Parties may have differing policies and requirements for those areas of Education and Training work in connection with which the Team will provide the Service and the Service provided to a Party shall fully take into account the policies and requirements of that Party.

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2.2. The Approved Budget for the Service for the period 1 April 2012 to 31 March 2013 and the contribution of each of the Parties to the Approved Budget are set out in Schedule 1. Schedule 1 will be updated annually by 31 March of the preceding financial year to reflect the budget for the succeeding financial year.

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2.2.1 For subsequent years the proportion of the Approved Budget to be paid by a Party shall be as agreed by the Joint Committee.

Matt want the whole table deleted please and can't do it!!

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- Deleted:** in proportion to the LSC Staff Transfer Grant funding which they formerly received from central government unless otherwise agreed by the Berkshire SRG Board. That proportion shall be as set out in the table below.
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- Deleted:** Local Authority
- Formatted Table**
- Deleted:** Percentage Contribution
- Deleted:** Reading Borough Council
- Deleted:** 17.4%
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- Deleted:** 21.7%
- Deleted:** West Berkshire Council
- Deleted:** 21.7%
- Deleted:** The Royal Borough of Windsor and Maidenhead
- Deleted:** 21.7%
- Deleted:** Wokingham Borough Council
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2.3. Without prejudice to the generality of this Clause the Service will include all the functions and activities detailed in the Service Specification for the Raising Participation Team (Appendix B) unless otherwise agreed by the Board.

2.4. Although employed by the Host Authority, it is accepted by the Parties that the Team will have professional responsibilities to all of the Parties individually.

2.5. Any financial losses or increases in expenditure which are due to the failure by the Host Authority to comply with the terms of this Agreement shall be borne by the Host Authority.

2.6. The Parties agree to promote good practice by adopting protocols and procedures to be agreed and periodically reviewed between the Team Director and Directors of Children's Services for the Parties, normally via the Participation Executive Group.

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3. **STAFFING**

3.1 The Host Authority will employ and provide office accommodation and professional services for staff in the Team. The Host Authority will be responsible for paying salaries and incidental salary costs (including employers' national insurance and superannuation

contributions, subsistence, expenses, and the cost of CPD training) and will provide office equipment and supplies. The Host Authority will also provide accounting, line management and corporate support. In relation to the appointment of a member of the Team who is to be the Team Director, the Host Authority shall afford the Directors of Children's Services of the Parties or their representatives full opportunity to be a member of the interview panel making the appointment and to participate in the decision of the interview panel.

- 3.2 The Host Authority will employ such professional and support staff as are required to provide efficiently the Service referred to in Clause 2 and detailed in Appendix B. The professional staff will include a Team Director who will report to the Director of Children's Services of the Host Authority.
- 3.3 Furthermore, the Host Authority shall ensure that all appropriate staff be trained in the use of computer facilities made available by the Host Authority for the production of accounts and other management information required by this Agreement.

4. **THE BUDGET /CHARGES**

4.1 The Approved budget for the period 1 ~~April 2012~~ to 31 March ~~2013~~ and subsequent years shall be agreed by the Joint Committee on recommendation of the Board and appended as Schedule 1 to this agreement.

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4.2. The Approved Budget shall be the subject of annual review by the Board having regard to any changes in the cost of providing the Service and in particular (but not limited to)

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- 4.2.1. the forecast rate of inflation for the Financial Year in question which the Host Authority has used for its own budget purposes;
- 4.2.2 the changes to salaries and wages and other terms and conditions of employment of the relevant staff brought about by national and local negotiations;
- 4.2.3. changes in law or practice relating to the delivery of the Service;

4.2.4 other material changes in the cost of the provision of the Service outside the control of the Host Authority;

4.2.5 Efficiency savings agreed by the Joint Committee on recommendation of the Board.

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4.3. The Host Authority shall use its reasonable endeavours to ensure that the annual review is undertaken by the Team Director on behalf of the Host Authority and presented to the Board and Joint Committee for approval of the Provisional Budget for the succeeding financial year by 30 November of the preceding financial year. The Approved Budget for the succeeding financial year shall be agreed by the end of February of the preceding financial year.

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Comment [h2]: This final approval looks late (the previous draft said 12 weeks before but the former Board Chair (CE RBWM) was always insistent that budgets could not be formally agreed that far ahead. Under the new Governance arrangements we have Board/ Joint Committee meetings scheduled for Oct/Nov and Feb/ March..

Deleted: within 12 weeks of the succeeding financial year.

4.4 In addition to and without prejudice to Clauses 4.1 to 4.3 the Host Authority reserves the right after consultation with the Other Parties to make reasonable changes in charges to the Other Parties at any time where unforeseen changes occur which result in the Host Authority reasonably incurring additional or reduced costs.

4.5 In addition to and without prejudice to Clauses 4.1 to 4.4 the Host Authority reserves the right to make reasonable increases in charges to or recover costs from an individual Party where that Party is responsible for the occurrence of unforeseen changes or additional work which result in the Host Authority reasonably incurring additional costs.

4.6 The Approved Budget for the period 1 April 2012 to 31 March 2013 - is agreed as set out in Schedule 1 and shows the different cost elements for the Service as set out separately therein.

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4.7 The other parties shall pay the Host Authority monthly, in advance, in line with the Payment Profile, or otherwise as agreed by the Finance Officers on the advice of the Board, in line with both the receipt of funds by the parties and the spend profile of the Host Authority, Subject to the agreement of the Board any budget surplus shall be retained by the Host Authority for the purposes of meeting any future liabilities including redundancy costs. Any deficit at the end of the financial year shall be met from the Raising Participation Partnership Contingency Fund, or if there is insufficient

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Contingency Fund borne by the parties in accordance with the proportion of Grant payable as set out in Schedule 1.

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4.8 All sums payable under this Agreement unless otherwise stated are exclusive of VAT and other duties and taxes.

4.9 Should any VAT or other duty or tax become due or payable in respect of such sums, it shall be payable in addition to such sums.

5. **EXPENDITURE ON ACCOMMODATION FOR THE TEAM**

5.1 The Parties agree that from the Commencement Date the Team shall be accommodated at Atlantic House, Imperial Way, for the period 1 April 2012 to 31 March 2013.

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5.2 The Host Authority shall submit any proposals for rental of new accommodation for the Team (including moving costs) to Other Parties and the Board as soon as practical and in any event at least 12 weeks before any proposed move.

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6. **VARIATIONS TO THE SERVICE**

6.1 Subject to Clause 6.2 below no variation to the Service shall be made by the Host Authority unless agreed by all of the Other Parties.

6.2 If a proposed variation is not agreed by all of the Other Parties it may nevertheless be made PROVIDED THAT:

6.2.1 it does not affect provision of the Service to any of the Parties not approving the variation;

6.2.2 those Parties agreeing to the variation shall bear any consequential cost equally or as otherwise agreed.

6.3. Subject to the provisions of Clause 6.2 the cost of any variations agreed by the Parties shall be made to the Approved Budget and an adjustment made to the payments due from the Other Parties under Clause 4 with effect from the next of the Payment Dates.

6.4 In the event of a variation being made in accordance with Clause 6.2 the costs of that variation shall continue to be met by those Parties agreeing the variation in accordance with the provisions of Clause 6.2.2 and such costs shall be shown separately in the accounts maintained by the Host Authority in relation to the Service. The provisions of Clause 4 shall be applied to these costs but only insofar as they affect the Parties who have agreed to the variation.

7. **ASSIGNMENT AND SUB-CONTRACTING**

7.1. The Host Authority may not assign all or any part of its obligations under this Agreement.

7.2. The Host Authority may not sub-contract all or any part of its obligations under this Agreement without the prior written consent of such of the Other Parties as are affected by such sub-contract.

7.3. For the avoidance of doubt it is agreed that provision of the following goods, services and facilities by means of contracts with external contractors shall not be regarded as a breach of Clause 7.2.

7.3.1 stationery;

7.3.2 computer and reprographic services;

7.3.3 electric, gas, water and telephone services;

7.3.4. accommodation services;

7.3.5. specialist services and facilities which are not available from the Host Authority or the Team.

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Comment [h3]: For example we held an externally facilitated conference at Windsor Racecourse which the team did not have the capacity to facilitate/ manage.

8. **INDEMNITY AND INSURANCE**

- 8.1. The Host Authority will indemnify the Other Parties against all actions, claims and losses in respect of personal injury (including injury resulting in death), loss of or damage to property caused or contributed to by the negligence of the Host Authority or its employees or agents. This indemnity shall apply to direct losses only.
- 8.2. The Host Authority will maintain such insurances as will be necessary to cover its liabilities under Clause 8.1 with a reputable insurance company with whom the Host Authority places its insurance requirements in carrying out its statutory functions in accordance with its usual arrangements for purchasing such insurance.

9. **DECISIONS**

- 9.1. Where any question arises concerning the operation of the Service which the Host Authority considers is outside the normal operation of the Service (other than questions arising in connection with the Approved Budget and variations) the Host Authority shall consult the Other Parties and shall take account of the results of such consultation before making any decision with regard to that question.

10. **REDEPLOYMENT OF STAFF**

- 10.1. In the event of a variation to the service within the Term resulting in the need for fewer staff, or that the Service does not continue to be provided jointly after 31 March 2015 or at any other time and without prejudice to the application of TUPE the Parties shall make all reasonable endeavours between them to redeploy where reasonably practicable the staff engaged under Clause 3 above to one or more of the Parties to posts engaged in the provision of the Service or similar service by the Parties.
- 10.2. In the event of the staff or any of them being made redundant the terms on which such staff are made redundant shall be in accordance with the TUPE transfer arrangements for those staff transferred to the Host Authority on 1st April 2010.

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Comment [h4]: Is it appropriate to leave this in bearing in mind the current climate?

10.3. In the event of any of the staff for whom the TUPE arrangements would not apply being made redundant the terms on which such staff are made redundant shall be in accordance with the Host Authority redundancy arrangements.

10.4. Any costs incurred in respect of redundancies, including any costs arising out of the early payment of pension shall be borne in accordance with the following formula:

- a) any Contingency Funds or surplus funds in the Approved Budget
- b) If there is insufficient surplus or contingency funding:

For the period 1 ~~April 2012~~ to 31 March 2013 in the proportion set out for that authority ~~set out in Schedule 1~~, unless otherwise agreed by the each of the Finance Officers on recommendation of the Board and Joint Committee. ~~For the periods 1 April 2013 to 31 March 2014 and 1 April 2014 to 31 March 2015 the proportion should be in accordance with the proportions set in Schedule 1 for the relevant financial year.~~

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10.5. For the avoidance of doubt any of the ~~four~~ local authorities exercising the right to withdraw on ~~6~~ months notice as referred to in Clause 16.2. shall be liable for its share of the costs in proportion to its percentage contribution in ~~Schedule 1~~. Such costs will be based on the potential redundancy costs, including any costs arising out of the early payment of pension, relating to all the staff in the Team at the date of withdrawal and shall be borne in accordance with the following formula:

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Comment [h5]: I've suggested 6 months notice rather than 12 as notice is likely to be driven by funding and this is likely to be clearer 6 months ahead of the following financial year??

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a) from any Contingency Funds or surplus funds in the Approved Budget in the proportion set out for that authority in ~~Schedule 1~~

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b) If the amount referred to in a) above is not sufficient then that local authority must bear the remaining costs of liabilities in the proportion set out for that authority in ~~Schedule 1~~.

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11. MONITORING AND REVIEW

Comment [h6]: Amanda Ball has suggested this is not necessary. NB This will require paragraph numbers to be updated.

Deleted: 11.1.

Deleted: The Host Authority shall keep adequate and comprehensive records relating to the provision of the Service and shall make such records available for inspection at reasonable times and on reasonable notice by any authorised officer employed by the Other Parties (in so far as such records apply to the area of the Party concerned) and where required to do so by law

11.2. Unless otherwise agreed, at intervals of not more than three months the Director of Children’s Services of the Host Authority will meet with the Team Director to review the working of the provision of the Service.

11.3. Unless otherwise agreed, by 30 November of each Financial Year the Board and Joint Committee will review the working of the joint arrangement to:

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- a) review work levels and the Approved Budget for the current financial year;
- b) agree a Provisional Budget for the following financial year;
- c) agree the resulting provisional annual charges to each of the Parties;
- d) agree any aspects of these joint arrangements which require consideration and review.

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11.4. At the end of each 6 month period, or as soon as possible thereafter, the Participation Executive Group will review the annual business plan for the provision of the Service and recommend approval to the Board.

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11.5. Notwithstanding the information provided under Clauses 11.1 to 11.4 above the Host Authority shall provide an Other Party with any other information reasonably required to monitor and review the performance of the Team.

Comment [h7]: If 11.1 deletion is accepted then numbering may change.
Deleted: 12.4 and 12.5

12. **OMBUDSMAN**

12.1. If a complaint relating to the provision of the Service is made to one or more of the Parties the Host Authority shall co-operate fully in dealing with such a complaint and shall, in particular co-operate in responding to any enquiries or investigations by the Education Funding Agency, the Skills Funding Agency or the Local Government Ombudsman.

Deleted: Until such time as the YPLA and Skills Funding Agency set out formal arrangements with regard to complaints relating to the provision of the service, the following provisions will apply: ¶

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12.2. Any findings or recommendations made by the Education Funding Agency, the Skills Funding Agency or the Local Government Ombudsman shall be adhered to forthwith by the Host Authority provided that the cost incurred in so doing shall (unless and to the extent that a complaint found to be justified is attributable to the failure of the Host Authority to provide the service in accordance with this Agreement) be borne by such

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one or more of the Parties determined as responsible by the Local Government Ombudsman.

13. **INTELLECTUAL PROPERTY**

13.1. The Parties agree not to cause or permit anything which may damage or endanger the intellectual property of the Parties or any one of them or their respective titles to it or assist or allow others to do so.

14. **DISAGREEMENTS AND DISPUTES**

14.1. The Parties will act in good faith towards each other in relation to all matters arising under this Agreement and will do whatever is reasonably within their power to give effect to the spirit and intent of the Agreement. Subject to clause 15 below if any dispute arises out of the Agreement the Parties will attempt to settle such by negotiation. In exceptional circumstances where disputes cannot be resolved by negotiation and where such disputes threaten the Service then the parties will take necessary steps to settle in accordance with clause 15.2, 15.3 and 15.4 below and the Governance Arrangements set out in Appendix A.

15. **DEFAULT IN PERFORMANCE**

15.1. Where one or more of the Other Parties (“the Party Concerned”) consider that the proper level of competence has not been satisfied by the Host Authority in the provision of the Service, the Party Concerned and the Host Authority will attempt in good faith to resolve the issue promptly at a meeting held under Clause 12 and if the Party Concerned remains dissatisfied with the performance of the Service then its Director of Children’s Services shall formally raise the matter in writing with the Director of Children’s Services of the Host Authority. The Director of Children’s Services of the Host Authority will respond in writing within ten working days. If the Party Concerned is not satisfied with the response then its Director of Children’s Services and the Director of Children’s Services of the Host Authority shall meet within a further ten working days at a mutually agreed time and place to try and resolve the issue. In the event that a resolution is not agreed

within five working days of the said meeting then the issue shall move to Stage One of the Dispute Resolution Process set out in Clause 15.2 below.

15.2. Stage One

If the issue has not been resolved under Clause 15.1 the Director of Children's Services of the Party Concerned and the Director of Children's Services of the Host Authority shall refer the matter to their respective Chief Executives/Heads of Paid Service who shall have the authority to settle the dispute. The said Chief Executive and Director of Children's Services shall within ten working days of the meeting referred to in Clause 15.1 prepare and exchange memoranda, stating the issues in dispute, their positions and summarising the negotiations which have taken place and attaching relevant documents. The Chief Executives/Heads of Paid Service of the relevant Parties will meet for negotiations within ten working days of receipt of the memoranda and documents referred to above at a mutually agreed time and place. If the matter has not been resolved within five working days of the meeting of the Chief Executives/Heads of Paid Service, then dispute shall move to Stage Two of the Dispute Resolution Process set out in Clause 15.3 below.

15.3. Stage Two

- (a) Within ten working days of the meeting referred to in 15.2 above, either the Party Concerned or the Host Authority may serve Notice ("the Notice") on the other that the matter shall be referred to the determination of an expert who shall be a Local Government officer. The Notice shall state the name of the expert nominated by the Party serving it and shall define the details of the dispute. For the avoidance of doubt, the expert shall not have previously worked with either of the Host Authority, the Team or the Party Concerned. The relevant Party shall within five working days of receipt of the Notice, either agree the nominated expert or shall refer the nomination of the expert to the President of the Association of Directors of Children's Services or the Local Government Association. The relevant Party shall at the same time notify the other that they have referred the nomination to the said President and either agree the definition of the dispute or shall set out their definition.

- (b) When the expert has accepted the appointment the Party Concerned and the Host Authority shall within fifteen working days of confirmation of such acceptance, forward to the expert and one another their respective statements of case setting out the details of the dispute as defined in Clause 15.3(a) above and annexing all evidence they wish to rely on. Upon receipt of statements of case either Party shall have five working days to serve a reply but only insofar as it relates to matters not addressed within its own statement of case.
- (c) The expert shall within five working days of the end of the process in Clause 15.3(b) above, confirm to the Parties whether he will decide the matter on the papers before him or call a meeting with them to seek further clarification. The expert will then publish his decision which shall be binding on the Parties. The costs of the reference to the expert shall be payable as the expert determines in his absolute discretion.

15.4 All time limits referred to in this Clause 15 may be extended by mutual agreement between the Party Concerned and the Host Authority.

15.5 Where the dispute has financial implications the Finance Officers of the Parties will be informed by the relevant Director of Children’s Services.

16. **TERMINATION**

16.1 This Agreement may be subject to review in the light of any legislative changes or organisational or administrative changes which affect its continued provision.

16.2 None of the parties may withdraw from this Agreement before 31 March ~~2015~~ other than by providing a no less than a 6 month notice period, during which time the terminating Local Authority contribution to the Service shall remain in accordance with Schedule 1. Otherwise this Agreement shall expire by effluxion of time on 31 March ~~2015~~ (but without prejudice to rights and liabilities under clause 10) unless extended in accordance with clause 16.3.

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16.3 No later than 31 December ~~2013~~ the Parties will begin bona fide discussions with a view to deciding no later than 31 March ~~2014~~ whether to extend this joint arrangement for a

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further three years or for such other further period as is agreed between the parties and if so on what terms.

17. **ADDITIONAL COSTS**

17.1. If the Host Authority should wilfully totally or largely fail to provide the Service to a Party during any period (but allowing for de minimis periods when members of the Team may be temporarily unavailable) that Other Party may give notice to the Host Authority to resume provision of the Service forthwith and if the Host Authority should fail to comply with such notice the Other Party may make alternative arrangements for core services which should be undertaken by the Team until the Host Authority shall resume provision of the Service and the Host Authority shall be liable for any expenditure reasonably so incurred by the Other Party in excess of the amount which it would have had to pay for the Service under the terms of the Agreement.

18. **DATA PROTECTION ACT 1998**

18.1 The Parties shall at all times comply with the Data Protection Act 1998 including, where appropriate maintaining a valid and up to date registration or notification under the Data Protection Act 1998.

18.2 The Parties shall not disclose Personal Data to any third parties other than:

- (i) to employees and sub-contractors to whom such disclosure is reasonably necessary in order to carry out the project; or
- (ii) to the extent required under a court order provided that disclosure under paragraph (i) is made with the approval of the other Parties and subject to written terms no less stringent than the terms contained in this Clause and that that Party shall give notice in writing to the other of any disclosure of Personal Data it or a sub-contractor may make under paragraph (ii) immediately it is aware of such a requirement.
- (iii) as required by legislation.

- 18.3 Each Party shall indemnify and keep indemnified the other Parties against all losses, claims, damages, liabilities, costs and expense (including reasonable legal costs) incurred by the other Parties in respect of any breach of this Clause by the Party and/or any act or omission of any sub-contractor.
- 18.4 The Parties are required to comply with the obligations set out in Principle Seven of the Data Protection Act 1998. In this clause “Personal Data” means personal data as defined in the Data Protection Act 1998 which is known to the Parties.
- 18.5 Each Party shall grant to the Other Parties the right of reasonable access to all records of Personal Data and shall provide reasonable assistance at all times during the currency of this Agreement to ensure the quality and security of data collected.

19. FREEDOM OF INFORMATION ACT 2000

- 19.1 Each Party acknowledges that the Other Parties are subject to the requirements of the FOIA and the EIR and each Party shall assist and co-operate with the other Parties (at their own expense) to enable the other Parties to comply with these information disclosure obligations.
- 19.2 Where a Party receives a request for information in relation to information which it is holding on behalf of any of the other Parties, it shall (and shall procure that its sub-contractors shall):-
- (a) transfer the request for information to the relevant Party as soon as practicable after receipt and in any event within two working days of receiving a request for information;
 - (b) provide the relevant Party with a copy of all information in its possession or power in the form that the Party requires within five working days (or such other period as the Party may specify) of the Party requesting that information ; and

- (c) provide all necessary assistance as reasonably requested by the relevant Party to enable the Party to respond to a request for information within the time for compliance set out in the FOIA or the EIR.

19.3 Where a Party receives a request for information which relates to the Agreement, it shall inform the other Parties of the request for information as soon as practicable after receipt and in any event at least two working days before disclosure.

19.4 Where a Party determines that information (including confidential information) must be disclosed pursuant to this Clause 20 it shall notify the other Parties of that decision at least two working days before disclosure.

19.5 The Parties shall be responsible for determining in their absolute discretion whether any information :-

- (a) is exempt from disclosure under the FOIA or the EIR;
- (b) is to be disclosed in response to a request for information

19.6 Each Party acknowledges that the Other Parties may be obliged under the FOIA or the EIR to disclose information

- (a) without consulting with the Other Parties, or
- (b) following consultation with the Other Parties and having taken their views into account.

20. GENERAL

20.1 Nothing contained or implied herein shall prejudice or affect the relevant Parties' rights and powers duties and obligations in the exercise of their functions as public bodies and/or in any other capacity and all rights powers discretion's duties and obligations of the Parties under all public and private statutes bylaws orders and regulations and statutory regulations and statutory instruments may at all times be fully and effectually

exercised as if the Parties were not party to this Agreement and as if this Agreement had not been made.

- 20.2 The Parties shall not represent themselves as being any other Party nor an agent Party or employee of any other Party and shall not hold themselves out as such nor as having any power or authority to incur any obligation of any nature express or implied on behalf of any other Party and nothing in this Agreement shall operate so as to constitute any one Party as an agent Party or employee of any other Party unless otherwise provided for in this Agreement.
- 20.3 This Agreement shall be governed by and construed in accordance with English Law.
- 20.4 This Agreement is personal to the Parties and no Party shall assign transfer or purport to assign or transfer to any other persons any of its rights or sub-contract any of its obligations under this Agreement.
- 20.5 A person who is not a party to this Agreement shall not be entitled to enforce any of its terms under the Contracts (Rights of Third Parties) Act 1999.
- 20.6 Any notice required or permitted to be given by a Party to another Party under this Agreement shall be in writing and addressed to the Other Party at its principal office and also sent to the Host Authority at its principal office.

21. STATUS OF THE AGREEMENT

- 21.1 The Parties agree that this Agreement shall take the form of a contractual relationship and mutual commitments between them created by this Agreement shall from the date hereof be constituted accordingly.
- 21.2 Nothing in this Agreement shall constitute or be deemed to constitute a partnership between the Parties or any of them and none of the Parties shall have the authority or power (nor represent themselves as having such authority or power) to contract in the name of or to undertake any liability or obligation on behalf of or to pledge the credit of any of the other Parties other than the Host Authority pursuant to Clauses 5 and 6 above.

22. CONTRACTUAL REQUIREMENTS

22.1 The Parties agree that the Host Authority shall act as a legal entity on behalf of the Parties and shall enter into any contracts or agreements on behalf of the Parties as necessary for the purpose of performance of the Service.

22.3 Each of the Parties represents to the Host Authority that it has obtained all necessary consents sufficient to ensure that the delegation of functions to be discharged by the Host Authority on behalf of the Parties are duly authorised in accordance with the provisions of Section 101 of the Local Government Act 1972 or otherwise.

Comment [h8]: No longer appropriate or practical for Board to agree such contracts. This clause would have been appropriate when the service had responsibility for over £100m allocations funding. NB Removal of 22.2 will require re-numbering of clauses.

Deleted: ¶
22.2 . The Joint Committee on the recommendation of the Berkshire SRG Board shall be responsible for determining the powers of the Host Authority and for agreeing all contracts or agreements entered into by the Host Authority on behalf of the Parties

IN WITNESS whereof the parties have caused their respective Common Seals to be hereunto
affixed the day and year first before written:

THE COMMON SEAL of)
)
SLOUGH BOROUGH COUNCIL)
)
was hereunto affixed in the)
)
Presence of:-)

Authorised Signatory

THE COMMON SEAL of)
)
READING BOROUGH COUNCIL)
)
was hereunto affixed in the)
)
Presence of:—)

Authorised Signatory

THE COMMON SEAL of)
)
WEST BERKSHIRE COUNCIL)
)
was hereunto affixed in the)
)
Presence of:-)

Authorised Signatory

THE COMMON SEAL of)
)
WOKINGHAM BOROUGH COUNCIL)
)
was hereunto affixed in the)
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Presence of:-)

Authorised Signatory

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THE COMMON SEAL of
ROYAL . . .)¶
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BOROUGH OF WINDSOR &
MAIDENHEAD .)¶
.)¶
was hereunto affixed in the . . .)¶
.)¶
Presence of:-)¶
. Authorised Signatory¶
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SCHEDULE 1

Approved Budget for the period 1 April 2012 to 31 March 2013,

Deleted: September 2011

Deleted: 2012

Deleted: and Provisional Budget for the period 1 April 2100 to 31 March 2012.

APPENDIX A

Decision making and Governance arrangements

APPENDIX B

Service Specification for the Team

Deleted: Berkshire SRG Post 16 Commissioning

APPENDIX C

Vision and Strategic Objectives for the Raising Participation Partnership

Deleted: Berkshire SRG

Schedule 1 to the Agreement

Raising Participation Team

2012-13 Budget

	2012-13
Income	
Grant Income*	525,000
Pension Uplift Fund	21,000
Brought Forward (Contingency Fund)	257,450
Total Income	803,450
Expenditure	
Pay Costs	-457,500
Other Staff Costs	-26,200
Non Pay Costs	-101,513
Slough Overhead Costs (6.6%)	-34,650
Set Up/Moving Costs	0
Severance Costs	0
Total Expenditure	-619,863
Surplus/Deficit	183,587

Local Authority Contribution

	2012-13		
	£ Contribution	Resource (in kind) Contribution	Total Contribution
Reading Borough Council	115,000	5000*	120,000
Slough Borough Council	145,000	0	145,000
West Berkshire Borough Council	145,000	0	145,000
Wokingham Borough Council	120,000	0	120,000
Total Income	525,000	5,000	530,000

*Reading contributing staff resource equal to £5,000 for facilitation of area-wide NEET group activity across all four Local Authority ar

Appendix A to The Agreement

PARTICIPATION IN EDUCATION OR TRAINING FOR YOUNG PEOPLE AGED 16-19 AND YOUNG ADULTS WITH A LEARNING DIFFICULTY AND /OR DISABILITY AGED 16-25.

Deleted: ¶
Education & Skills Act 2008
And Apprenticeships, Skills,
Children & Learning Act 2009¶

Deleted: DIFFICULTIES

Decision Making And Governance Arrangements – Raising Participation Partnership (formerly known as the Berkshire Sub Regional Group)

Education & Skills Act 2008 and Apprenticeships, Skills, Children & Learning Act 2009

General Matters

1. The function of fulfilling the Local Authority Statutory responsibility to secure sufficient, suitable education and training opportunities to meet the reasonable needs of all young people in their area (young people are those aged 16-19 or aged 16-25 with a Learning Difficulty and/or Disability Assessment) under the Education and Skills Act 2008 Sections 68, 70 and 71 and the Apprenticeships Skills Children and Learning Act 2009 Section 41 will be discharged through a joint agreement entered into by the four Berkshire Unitary Authorities of Reading, Slough, West Berkshire and Wokingham

Comment [h1]: Nothing in the 2012 Education Act that changes or adds to this.

2. The joint arrangement shall be called the “Raising Participation Partnership”, and will discharge its obligations through the Raising Participation Team, with the specific responsibility to:

Deleted: Berkshire Sub Regional Group

Deleted: prepare detailed and robust plans to

- Produce and deliver against an Annual Business Plan which:
 - Describes the functions and activities to be delivered in accordance with the Service Specification for the Raising Participation Partnership.
 - Includes key indicators

- Produce and deliver against an Annual Statement of Priorities which:
 - Defines local needs.
 - Identify potential gaps in provision.
 - Informs the process for commissioning of any new or additional provision
 - Takes account of the needs of young people
 - Takes account of employer needs and the economic context

- Produce a Strategic Risk Register which:
 - Identifies key risks to delivery of the service
 - Proposes and implements mitigating actions

Deleted: commissioning

Deleted: <#>Recommend a Framework for Commissioning for adoption by each of the five Berkshire Unitary Authority as the policy framework for the exercise of this function, to include:¶
<#>A statement of needs for young people¶
<#>A statement of the economic context¶
<#>The proposed commissioning priorities¶
<#>The proposed criteria for allocating to those priorities¶
Implement the adopted Framework for Commissioning

3. Slough BC will be the Lead Authority for the joint arrangement and Host Authority for the staff supporting the function.

The Joint Committee

4. The function and responsibilities referred to in paragraphs (1) and (2) above will be exercised by a joint committee set up under Section 101 (5) of the Local Government Act 1972 and Section 20 of the Local Government Act 2000.

5. The Joint Committee shall compromise the four Lead Councillors (or named substitute Executive Members) who have voting rights.

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6. The Joint Committee shall elect a Chair to serve for a term of 12 months with the option to re-elect the Chair or to appoint a new Chair for the succeeding 12 months.

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7. The chairman will, in event of a tied vote, have a casting vote to break any deadlock in decision making.

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8. The quorum of the committee shall comprise any two of the four Lead Councillors or their named substitute Executive Members.

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9. Where the four Lead Councillors or named substitute executive Members are not in full agreement on the recommendation to be made by the Strategic Board:

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Deleted: four

a) the matter will be referred to the four appropriate Local Authority Leaders for informal resolution;

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Comment [h2]: This section deleted as Partnership no longer has responsibility for allocations funding.

b) where the five Berkshire Leaders are unable to reach an agreed position, the Joint Committee will make a decision binding on all four Local Authorities on the basis of a majority vote subject to two authorities being represented at the meeting.

Deleted: There would be a right of veto with respect to agreeing the decisions . on policy priorities and criteria for allocation of funding. However, there would . not be a right of veto with respect to the decisions on the allocations proposed . for to particular providers or groups of providers.

The Strategic Board

10. The exercise of the functions and responsibilities will be overseen and coordinated by a Strategic Board consisting of: -

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- Four local authority Lead Councillors for Children’s Services (or named substitute Executive Member)
- Four Directors of Children’s Services or an equivalent Officer
- One Head Teacher (representative of the Berkshire Association of Secondary Head Teachers)
- One FE College Principal
- One training provider or representative of Training Providers in the area covered by the Sub Regional Group
- The Chief Executive for Connexions-Berkshire

Comment [h3]: CE reference deleted as has now been agreed that the Board should be chaired by a DCS.

Deleted: <#>One Berkshire Unitary Authority Chief Executive from one of the five Authorities in the Sub Regional Group¶

Deleted: <#>One major employer¶

Deleted: Chair of the Board of Trustees for

11. Provided the Joint Committee is in unanimous agreement and any of the recommendations set out below are consistent with the Annual Business Plan and Annual Statement of Priorities referred to in paragraph 2 above:

Deleted: Framework for Commissioning

a) the Strategic Board will make recommendations to the Local Authorities on the following matters:

Deleted: Unitary

• Ensuring clear planning to meet current and future needs as part of the four Local Authorities' Children and Young People's Plans or their equivalent plans.

Deleted: <#>Updating the strategic Framework for Commissioning across the five authorities. ¶

• Any criteria for monitoring quality.

Deleted: overall, strategic

• Any priorities for capital development in response to growth, learner needs and the skills needs in the Local Authority areas.

Deleted: current and

• Ensuring links to other strategy, policy new initiatives (e.g. targeted youth support, adult skills).

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• Commissioning provision for students, up to age 25, with learning difficulties and/or disabilities

Deleted: Authorities' Children

• Having agreed means of resolving disputes in a timely fashion.

Comment [h4]: Local Authorities no longer have responsibility for de-commissioning provision

b) The Joint Committee will delegate authority to each Authority's Director for Children's Services, or an equivalent Officer, after consultation with the Lead Councillor, to take and implement decisions within their Authority as recommended by the Strategic Board.

Deleted: <#>Commissioning education, training, apprenticeships and work-related learning provision to meet each local authority's and pan Berkshire current and future learner entitlement and ensure value for money. ¶ C

12. Where the Joint Committee is not unanimous of the recommendations made by the Strategic Board the matter will be referred to the four Local Authority Leaders for informal resolution.

Deleted: Principles and criteria for decommissioning provision. ¶ P

13. Where the four Local Authority leaders are unable to reach an agreement the Joint Committee will resolve the matter by a majority vote.

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The Participation Executive Group

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14. The Strategic Board will be advised by a Participation Executive Group which will:

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• Advise on the 16-19 Strategic policies and operational priorities linked to priorities identified by each of the four Local Authorities.

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• Recommend to the Board a strategic model for delivery across the four Local Authority areas as part of the Annual Business Plan and Annual Statement of Priorities.

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• Advise the Board on broader 16-19 issues including links with other regional or sub regional groups including the Thames Valley Berkshire Local Enterprise Partnership, the South East Regional Partnership Group, the Education Funding Agency, the Skills Funding Agency and the National Apprenticeship Service.

Deleted: <#>Work with the Director of the Berkshire Post 16 Commissioning Team.. ¶

Deleted: Berkshire sub-region.

Deleted: Learning & Skills Forum

• Make recommendations to the Board on:

Deleted: YPLA (or its successor body the E

- (i) Strategic priorities and planning for 16-19 education and training within the area covered by Raising Participation Partnership
- (ii) Any Capital Development (subject to availability of funding)

Deleted: policy

Deleted: the Berkshire Sub Regional Group.

Comment [h5]: Have deleted ref to Grant as both Board and Joint Cttee will approve this and would be too cumbersome. Also LAS no longer have role in commissioning and decommissioning provision as market forces prevail!

Deleted: <#>The deployment of the grant paid by the five Local Authorities into the Sub Regional Group ¶
<#>The commissioning and decommissioning of provision based on a set of local priorities identified through Local Authority Plans ¶

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Deleted: Sub Regional Group, Post-16 Commissioning Team

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Funding

- 15. The budget for the service will be agreed annually with the Raising Participation Partnership Director on the recommendation of the Strategic Board and with the approval of the Joint Committee.
- 16. The budget will be payable, monthly in advance, as a grant allocation to the Host Authority and the overall cost not rise, unless otherwise collectively agreed, other than for inflation.

Period of the Agreement

- 17. This agreement will be in place for 3 years from 1 April 2012 to 31 March 2015 with a requirement to review the agreement by March 2014.

Appendix B to the Agreement

Service Specification for the Raising Participation Team.

Deleted: Berkshire SRG Post 16 Commissioning

This document describes 'the Service' that will be provided by the Raising Participation Team (the Team) for the four Local Authorities collectively known as the Raising Participation Partnership.

Deleted: Berkshire SRG Post 16 Commissioning

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Deleted: Berkshire Sub Regional Group (SRG)

Context

The Raising Participation Team is established to provide a shared service to the four Local Authorities of Reading, Slough, West Berkshire and Wokingham for the delivery of activity and functions pertinent to the Local Authority Statutory responsibility to secure sufficient, suitable education and training opportunities to meet the reasonable needs of all young people in their area. Young people are those aged 16-19 or aged 16-25 with a Learning Difficulty and/or Disability Assessment.

Deleted: SRG Post 16 Commissioning

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The Team is employed on behalf of the Raising Participation Partnership by Slough Borough Council acting as the host authority as described in the Agreement and, as such, will comply with all relevant policies and protocols under the Slough Local Code of Conduct.

Deleted: responsibility for planning, commissioning and funding education and training for young people aged 16-19 and young adults to age 25 with a learning difficulty or disability assessment.¶

Deleted: SRG

The Team will manage the budget for the service (as detailed in the Agreement), maintaining appropriate controls and ensuring cost effective service delivery.

The Team will produce an annual business plan which includes key indicators and describes the delivery of the functions and activities described in 'The Service' to meet the strategic objectives and outputs of the Raising Participation Partnership (as described in Appendix C to The Agreement).

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Monitoring and Review

Reporting arrangements for the delivery of 'the Service' are described in Clause 11 of the Agreement.

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In addition the business plan will be reviewed by the Participation Executive Group on a 6 monthly basis.

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The Service

The functions and activities described in sections 1 to 6 are derived from the Local Authorities' responsibilities for 16-19 commissioning as required by the Apprenticeships, Skills, Children and Learners Act 2009 and the Statutory Guidance: Funding Arrangements for 16-19 Education and Training. They reflect the Local Authority relationships with other agencies, notably the Education Funding Agency, the Skills Funding Agency, and the National Apprenticeship Service.

Deleted: functions and responsibilities and the

Deleted: Young People's Learning Agency (YPLA)

The functions and activities listed in sections 8 to 13 describe the ways in which the team will engage with stakeholders to deliver the service.

Implementing New Policies

- Raising of the Participation Age (RPA) - to 17 by 2013 and 18 by 2015 - ensuring a coherent approach across the Raising Participation Partnership Travel to Learn Area including effective communications on RPA and the development of data systems to identify and support the RPA cohort.
- Working with individual Local Authorities and stakeholders to implement other new and emerging policy changes.

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Deleted: the Wolf Review

Planning & Commissioning 16-19 Learning

- Identifying commissioning priorities (for 2012/13) to ensure that local provision meets the needs of employers and young people, particularly those considered vulnerable.
- Shaping provision in the area by identifying gaps, enabling new provision and developing the market.
- Working in partnership with providers to re-shape provision by re-allocating numbers from one provider to another where that best meets the needs of young people and local employers.
- Engagement with individual providers to ensure that the mix and balance of provision meets the needs of young people, particularly the most vulnerable.

Deleted: Planning and commissioning of 16-19 Learner Responsive Provision - in particular analysing supply and demand and employer needs, i

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Deleted: , and using this intelligence to inform the provisional allocations made by the Young People's Learning Agency (YPLA).

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Deleted: priorities (including changing the automatic allocation of learner numbers under the lagged methodology in agreement with providers).¶

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Planning & Commissioning for Learners with Learning Difficulties and/or Disabilities up to aged 25

- Specific activities relating to the planning, commissioning and funding for Learners with Learning Difficulties and Disabilities (LDD) aged 16-25, including placements, contracting with local further education providers, effective transition and ensuring an effective S139A process.
- Working with the Education Funding Agency to ensure an appropriate allocation of integrated learner support funds and Additional Learner Support for LDD learners.

Providing Guidance and Support to Schools, Colleges and Independent Private Providers

- Providing technical support to schools to ensure maximum funding for local providers and their learners.
- Delivering workshops with Local Authorities and schools to manage reduced unit costs.
- Communication with partners on latest policies and practices (including through the Raising Participation Partnership website and Newsletter).

Deleted: Berkshire

Deleted: and working with them to ensure an appropriate mix and balance of provision, particularly Foundation Learning

Deleted: <#>Working with colleges and independent private providers individually and collectively to ensure appropriate provision for Berkshire learners including an appropriate mix and balance.¶

Improving Outcomes for Young People Not in Education, Employment or Training (NEET) and Other Vulnerable Learners

- Early identification of young people at risk of NEET and the development of appropriate provision to meet their needs.

Deleted: Berkshire SRG

Deleted: Provision for

- Specific activities and support to Local Authorities on developing provision for vulnerable learners including Youth Offenders, Teenage Parents and other NEET young people.
- Development of Foundation Learning opportunities through facilitation of partnership working and local networks.
- Support and guidance to providers on their approach to providing bursary and other learner support funding.

Deleted: other

Supporting LEP/Employer Priorities

- Meeting economic and employer needs through the development and implementation of a Blueprint for Education and Training in partnership with the Thames Valley Berkshire Local Enterprise Partnership (LEP).
- Ensuring that employer needs are clearly identified in the Raising Participation Partnership Annual Statement of Priorities.
- Increasing Apprenticeships by supporting the National Apprenticeship Service and the LEP in promoting and improving Apprenticeship participation.

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Deleted: and other organisations such as the Berkshire Education Business Partnership (BEBP).

Deleted: Apprenticeships in Berkshire

Meeting the Current and Future Education and Skill Needs of Young People through Effective Collaboration with Key Stakeholders

- Working with other Local Authorities to ensure that needs of young people in the four Local Authority areas are met across travel to learn areas.
- Engagement with sub-regional fora and partners including the Berkshire Association of Secondary Heads, Berkshire College Principals Group, the Thames Valley Regional Network (of Independent Private Providers), the Thames Valley Berkshire Local Enterprise Partnership, Connexions and the Berkshire Education Business Partnership Organisation.

Deleted: ith Other Local Authorities and Sub Regional Fora

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Deleted: people

- Challenging poor or inadequate provision and working with the Skills Funding Agency and Education Funding Agency to support underperforming providers.
- Ensuring that needs of local learners are met through effective and influential engagement with regional and national partners including the South East Regional Partnership Group and respective sub groups, Education Funding Agency, Skills Funding Agency and the Local Government Association.
- Support for Local Authorities on other Partnership wide Services as required.

Deleted: Relationship with Regional & National Organisations

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Deleted: Learning and Skills Forum (SELSF)

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Appendix C to the Agreement

VISION, STRATEGIC OBJECTIVES AND OUTCOMES FOR THE RAISING PARTICIPATION PARTNERSHIP

Young people aged 16-19, particularly those who are most vulnerable or at risk of dropping out, and young people with Learning Difficulties and/or Disabilities aged 16-25 will access high quality local provision which:

- They rate as excellent and enjoyable
- Is right for their talents, individual needs and skills
- Starts them on a pathway of learning leading to a good job for which there is a demand.

Deleted: BERKSHIRE SRG
SRG Vision

Deleted: as established by good advice and guidance

Raising Participation Team Strategic Objectives

1. Working with the four Local Authorities individually and collectively, the Team will ensure that provision supports increased participation in high quality learning to meet the Raising of the Participation Age requirements and the needs of employers within a global economic context.

Outputs:

- Decrease the % of 16-18 year olds not in education, employment or training
- Increase the participation of 16 -18 year olds in accredited education or training
- Increase opportunities for starting a programme at flexible times throughout the year
- Increase numbers of young people undertaking Apprenticeships
- Increase the availability of Foundation Learning Programmes
- Increase the availability of appropriate provision for LDD learners within the local area
- Increase the availability of pathways to meet employer need as identified by the Thames Valley, Berkshire Local Enterprise Partnership
- Increase opportunities for vulnerable learners including opportunities in alternative settings.

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Deleted: SRG.

Deleted: Employment Education & Skills Group

2. The Team will support the vision by working with four Local Authorities and 14-19 or other relevant Partnerships to develop strategies which will contribute to **increasing attainment, particularly in English and maths, and improving progression** into further and higher education and employment.

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Outputs:

- More young people attaining Level 2 and Level 3 qualifications by age 19, participating across the full range of providers and learning programmes
- More young people attaining Functional skills at Level 2 in English and maths by age 19
- Narrow the inequality gaps in attainment at age 19 for disadvantaged and vulnerable young people
- Increase the numbers of young people qualified to access Higher Education.

Comment [h.1]: Should this now say English and maths or.....??

3. The Team will **deliver a high quality and value for money service** that meets the expectations of the Raising Participation Partnership (via the Board and Participation Executive Group), Local Authorities, stakeholders and learning providers.

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Outputs:

- Annual commissioning cycle, including filling of gaps in provision, delivered effectively according to agreed timescales and with evidence of impact
- Budget for the service administered effectively and within limits agreed by the Board
- High level of satisfaction from Local Authorities regarding service delivery as described in the Service Specification and detailed in the Raising Participation Partnership Annual Business Plan.

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Food Safety and Standards

Service Delivery Plan 2011/2012



Here are some facts about Slough Borough Council's Food Safety & Standards Service:

- We are responsible assessing compliance with food safety and food standards legislation at all food businesses within Slough. This role is shared between the Food & Safety Team and the Trading Standards Team. The teams are **also** responsible for
 - health and safety enforcement,
 - infectious disease control,
 - consumer protection and animal health.
 - Imported food and products control
 - Primary Authority Partnerships with businesses.
- We provide a responsive service that aims to achieve a balance between enforcement and advice
- We work closely with businesses and key stakeholders like the Food Standards Agency, the Berkshire East Primary Care Trust (PCT) and other teams within the Council such as Neighbourhood Enforcement, Licensing, Sure Start and Schools Support
- We play a major role in increasing awareness of the importance of nutrition, the reduction of obesity, particularly in Slough's children, and the links to increased risks to health of diabetes and coronary heart disease
- We have the equivalent of 4 officers dealing with food hygiene and 1 dealing with food standards issues. A structure chart showing how the teams fit into the Enforcement and Regulatory Services Division is included in Annex 1.



The purpose of this plan is to inform you about how we are achieving our aims and of work we are doing, in conjunction with our partners and agencies, to enhance public health and well-being. We will do this by:

- Completing Risk Based Inspections, focusing on the highest risk and poor performers
- Using a range of interventions to support business in Slough whilst protecting customers to increase the % of Broadly Compliant food businesses
- Promoting high performing businesses through our **Safe Food Award (SFA)** and also identifying those businesses which seek an economic advantage from non-compliance and also put Slough residents and visitors at risk
- Promotion of food businesses that offer a healthier choice with our **Catering For Health (CFH) award** and increasing awareness nutrition as part of a healthy lifestyle
- Food quality and composition sampling
- Investigation of food complaints

- Acting as '**Primary Authority**' for large businesses and manufacturers in Slough, which involves formal liaison with other local authorities, giving advice and support to the business in the Primary Authority partnership.
- Investigation of food poisoning outbreaks and infectious diseases; taking action to prevent infection and spread
- The inspection of Imported Food arriving in Slough via Heathrow and the verification of organic food arriving via Heathrow
- The training of food handlers to a level 2 qualification in Food Safety in Catering and a wide range of promotional activities
- Training Food Handlers to the Level 2 award in Healthier Food & Special Diets

This plan will be reviewed annually and we would welcome your views, comments and suggestions on how it could be improved. Please forward your views to Ginny de Haan, Head of Food, Safety and Business Support, St Martins Place, 51, Bath Road, Slough. SL1 3UF,
Tel: 01753 875255 or e-mail: ginny.dehaan@slough.gov.uk

Our Vision

The focus of work within the Food Safety service is to ensure that the Council is able to fulfil its **statutory obligations** under the relevant legislation and that this is geared towards Slough's specific community and business needs, based on local intelligence, our work with partners, the Sustainable Community Strategy (SCS) and the Joint Strategic Needs Assessment (JSNA) incorporating wherever possible the key themes of

- economy and skills
- health and wellbeing
- housing
- regeneration and environment
- safer communities

Our work also supports the two cross-cutting themes of the SCS; civic responsibility and promoting the image of the town.

One aim is to protect and enhance public health and wellbeing whilst supporting local businesses. We will achieve this through the attached Action Plan; this should be read in conjunction with our Enforcement Policy which aims to ensure a graduated approach to enforcement based on risk.



The Enforcement Policy reaffirms our commitment to carry out our duties in an open, fair and consistent manner. We recognise that most people want to comply with the law; therefore, we want to support and enable them to meet their legal obligations without unnecessary expense. Assessment of risk and the likelihood of reoccurrence are major factors in our enforcement decisions. Firm action, however will be taken, including prosecution, where appropriate.

The service plan sets out the actions we are taking to enhance and improve health, safety and wellbeing in Slough

How did we perform?

Our service plan will be reviewed on an annual basis and provides the opportunity to record our achievements and identify those key issues that still need to be addressed.

Primary Authority Scheme

As part of the Sustainable Community Strategy (SCS) objective of supporting the town's economic prosperity, we have changed the way in which advice is provided to businesses with the establishment of Primary Authority Partnerships; this has brought many advantages to businesses in Slough.



Primary Authority (PA) is a statutory scheme under the Regulatory Enforcement and Sanctions Act 2008 for businesses that trade in more than one local authority area or trade from websites and is governed by the Better Regulation Delivery Office of the Department of Business, Innovation and Skills (BIS). PA comprises a legally binding contract between the Authority and the business to provide ongoing specialist advice on specific areas of regulation applicable to that business, such as health & safety, food safety, fair trading, product labelling and product safety.

Our Officers are able to provide to companies trading across council boundaries with robust and reliable advice, provided through the creation of legal partnerships. The scheme also provides a safety net to ensure that local authorities are consistent in the way they regulate businesses.

Since the introduction of Primary Authority partnerships in Slough in April 2011 we have already secured the 24 successful PA partnership agreements with the following companies – 1 & Internet, Azko-Nobel [ICI, Black & Decker, Burger King, Citroen, Fiat, Food Partners, Garden Centre Group, Grosvenor Consumer Products, Group SEB, Herbalife, Horlicks, Jumbo Ltd, LG, Mars, Mars Drinks, Mitchell Group usa, Parking Control Management [PCM], Ragus Sugars, Reckitt-Benckiser, Rollover.com, SuperDrug, Telefonica Uk Ltd [02] and Bluebird Sports Drinks Ltd. This service is uniquely provided by in house Environmental Health & Trading Standards professionally qualified officers.

This is one of the highest number per authority in the country and a remarkable achievement for Slough, reflecting the ongoing positive relationships we have with businesses in the town. Effective local regulation requires confidence and mutual trust. Slough businesses are able to rely upon our Regulatory advice received in the knowledge that it is expert opinion, applicable across the UK, and a secure basis for investment and operational decisions.



is

Cost recovery is an essential element of the contracts and applicable to Primary Authority businesses with an hourly charge for any work undertaken. Although this was only the start up year for the Scheme £56,000.00 costs were recovered during 2011/12 enabling the Council to support businesses in Slough and increase the availability of specialist officers. In that time 374 interactions with all our companies were successfully made. A high proportion of these were satisfied consumer complainants. As a Primary Authority we have already had communication with many other councils to ensure that inspection and enforcement action reflects the advice

we have already given, and is proportionate. We are already working with the businesses to produce national inspection plans, and giving guidelines to other councils to avoid unnecessary checks and tests.

A further benefit this offers is a closer relationship with just one local authority and single point of contact for issues and queries, saving time and bringing greater clarity. Significantly under Primary Authority other regulators are unable to challenge the authority when actions are based on specific advice provided by us under Primary Authority. In addition we have already had examples where legal action has been avoided by our intervention.

The number of businesses joining in Primary Authority Partnerships with the Council continues to grow and this will have a profound impact upon how we deliver the service requiring a flexible approach to our management of resources.

More information on Primary Authority Partnerships can be found on the website <http://www.bis.gov.uk/brdo/primary-authority>

Businesses that would like to join the Scheme can either contact 01753 875255 or e mail primary.authority@slough.gov.uk

High Risk Food Premises Inspections and Interventions

We aimed to focus on high risk hygiene inspections this year and completed 100% of all A risk rated premises, 88% of all B risk rated premises, and 64% of C rated premises due for inspection. We also undertook 30% of due inspections to our lower risk D rated premises. We did not do any proactive inspections to the low risk E rated premises. We deliberately focussed our resources on those businesses that were not compliant and had persistently shown poor standards, and to those who pose a higher risk due to the nature of the food they handle. This approach helped to maintain the level of **'broadly compliant'** food businesses in Slough at **85%**. We also had significant input into the planning of the 2011 MELA and carried out a number of checks on the day of the event, dealing with food safety problems as they arose.

The table below shows the risk profile of Slough food businesses as at 31st March 2012 with A premises assessed as posing the highest risk. In all there are a total of **883 food businesses** currently registered with the Authority.

During 2012/13 we plan to complete inspections and other interventions at all the A, B and non-compliant C rated premises in Slough. We will also focus our attention specifically upon premises that are have poor standards and are not 'broadly compliant', or are unrated. We aim to increase the number of broadly complaint businesses.

Risk Rating	Frequency of intervention	Number of food premises
Premise Rating - A	6 months	5
Premise Rating - B	12 months	49
Premise Rating - C	18 months	390
Premise Rating - D	24 months	166
Premise Rating - E	Alternative Intervention	213
Premise Rating - Unrated	Awaiting initial inspection.	48
Outside programme	N/A	12
TOTAL FOOD PREMISES		883

Food Standards

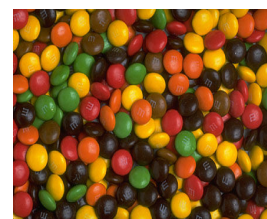
Food composition & Food labelling

Trading Standards carried out 100% of their high risk routine Food Standards Inspections this year, in addition to other food standards enforcement visits.



Further work in Food Standards include:-

- Assistance to local businesses; including labelling advice to new food businesses,
- Primary Authority work with more established companies in the borough (e.g. Mars (UK) Ltd, Horlicks, Jumbo Ltd, Food Partners, Ragus Sugar, Burger King, etc.)
- Food sampling projects, in various different areas, in conjunction with the TSSE group, including projects on :-
 - **Artificial Colours in Food** – regarding the use of restricted colours in food.
 - **Traceability of eggs** - and the law surrounding their sale.
 - **Nutritional Claims Project** – searching websites for misleading claims on food.
 - **Imported Food project**– on the correct labelling & composition of food imported from outside the EU.
- Assisting our 'in-house' Nutritional Advisor to compile further data on Primary and Secondary school children's lunchbox foods.



Safe Food Award

The Safe Food Award gives recognition to businesses that have demonstrated commitment to the safe handling and preparation of food that meets, or goes beyond, the requirements of the legislation.

There are four levels of Slough Safe Food Awards, one to four stars. One star is offered to businesses found to be complying with minimum legal requirements.



Assessments for an award are carried out during routine food hygiene inspections and are based upon the observed standards of:

- Hazard analysis/control system
- Food safety practices/procedures
- Staff training
- Condition of the premises (including cleaning)

Approximately 200 Slough catering businesses have a Safe Food Award. These range from the council's own schools to high street restaurants and office canteens. All food hygiene inspection results are published on the Council's website at www.slough.gov.uk/foodinspection/.

In the coming year we are planning to migrate from current local Safe Food Award to the National Food Hygiene Rating System operated by the Food Standards Agency.

Catering for Health Award

Our Catering for Health Award is run in partnership with the Berkshire East PCT, as part of the Slough Obesity Strategy, and is a voluntary enhancement of the Safe Food Award.



The Award recognises the inclusion of healthy menu choices and increases awareness of healthy eating across the Slough community. So far 51 caterers have the Award including many of Slough's schools; Honda; Citroen and Wexham Hospital, O2 and Applegarth Care Home. This has influenced the diet of more than 56,400 people each week.

Mission Healthy Eating

The Mission Healthy Eating project is run in partnership with Berkshire East PCT and Trading Standards team at Slough Borough Council. It is designed to help children and parents make healthy lunchtime choices. Over two terms, pupils learn about the food groups needed in a healthy meal and are taught to recognise which foods are high in fat and/or sugar. Data for final evaluation has recently been collected and it is hoped that the project will show an improvement in packed lunches as with previous years.



Healthy Eating Course & Cookery School

The healthy eating course and cookery school have been combined into one course run through the Slough Children's Centres. Parents are taught basic nutrition and practical cookery skills that can be used in the home whilst their children are looked after in the Sure Start crèche facilities. All participants are referred from agencies such as the Family Nurse Partnership, Berkshire East Women's Aid, Family Links and Home Start. The courses are having long terms effects with one parent changing the diet of her obese son so that he lost 3kg.

Food Alerts and Incidents

All Food alerts and incidents are dealt with in line with the Food Standards Agency's (FSA) Code of Practice and protocols.

During 2011/12 we were notified by the FSA of 40 Food Alerts for Information and product withdrawals; examples of information include the withdrawal of food items by major supermarkets due to the potential contamination of food with foreign objects; plastic, insects, rubber.

We notified the Food Standards Agency of one incident of **suspected illegally manufactured Biltong** which was found on sale in Slough.

Food Complaints

We dealt with 420 complaints and enquiries from or about food businesses in Slough during 2011/12. This is a slight decrease of 3.5% complaints or enquires from last year when we saw a huge increase in demand. In particular we responded to;

- **18** complaints of a foreign body in food
- **88** Primary Authority referrals
- **75** complaints of poor standards in food premises
- **25** complaints of food poisoning and suspected illness
- **137** enquires regarding food hygiene training

We follow a procedure in relation to complaints and aim to keep the customer informed of our progress and outcome. The reasons for investigating food complaints include;

- Providing a service to the public;
- Resolving problems that may pose a risk to public health;
- Providing information to the food industry to raise their standards;
- Comply with our duty to enforce the Food Safety Act 1990;
- Prevent similar complaints from happening again.

The higher levels of complaints which have been more or less sustained from last year indicate that demand for the service is remaining high. Although it is difficult to predict trends it is possible that demand continues due to the economic climate and a reflection of the reduced resources available to food businesses to invest in good hygiene standards, and the desire for people to seek to set up small food businesses – this is likely to continue through the coming year.

In addition the team have improved data recording procedures, which captures evidence of the work of the team.

Imported Food Control

We check and either authorise or reject all consignments of imported food notified to us as entering the borough from outside the EU. We also check, and either authorise or reject all consignments of organic produce entering the Borough via a formal certification system in conjunction with DEFRA. In addition, we also check any imported food found inland, within food premises, such as corner shops and supermarkets, to ensure it has been imported correctly and does not pose a health risk.

This year we have checked and dealt with 82 consignments of imported food, some consignments containing many different food items, each individual item must be checked for composition and restrictions. Advice is given to the importer or agent on how to correctly import the consignment, of any controls that may exist and if it has been imported illegally and subject to detention and destruction. This has resulted in 6 visits to physically check the consignment at the custom bonded warehouse, and the detention and destruction of three of these consignments as illegally imported food.

We have taken 18 imported food samples, of which 8 were unsatisfactory due to incorrect composition.

In addition, we have dealt with and issued Organic certificates for **72 Consignments of organic produce** entering the UK from outside the EU.

Some Unusual and illegal food items we have dealt with this year include;

- illegally imported meat found in a butchers shop,
- illegally imported animal feed,
- JJaogulan
- Algae tables
- Vanillin
- Nutritional Supplements



Food Poisoning and Infectious Disease Investigations

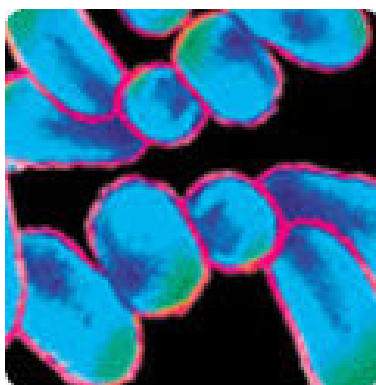
Last year, the Food and Safety Team were notified of **237** infectious diseases and food poisoning related illnesses. This figure shows a **22% increase** in reported infectious diseases from the previous year. This increase may be due to poorer food hygiene standards in homes and businesses in the borough, or an improvement in the reporting of diseases.

Many of the infectious diseases reported to us required in-depth investigations and completion of a food history. We co-ordinate investigations with the Health Protection Agency, the sampling laboratory or hospital, the infected person, their GP and often visit and inspect the alleged food premises.



The most common food poisoning reported in Slough is **Campylobacter** which makes up 58% of the reported illnesses; this corresponds with national trends, as campylobacter is the most common type of food poisoning in the UK. This year we also were involved in the investigation of a case of **suspected Clostridium Botulinum** and we assisted a neighbouring authority in investigating a food poisoning outbreak which affected a number of Slough residents.

Some food poisoning related illnesses affect more than one person; in these cases the possibility of an outbreak is considered. The food and safety team receive approximately 3 infectious disease outbreaks each year. The most common cause of an outbreak is **Norovirus** otherwise known as “**winter vomiting bug**” and will spread rapidly in environments such as schools, nurseries, residential homes and conference centres.



For further information on food poisoning and infectious diseases see our website <http://www.slough.gov.uk/services/20061.aspx>

Training and Promotions

We operate an accredited food hygiene training course on a monthly basis which is open to all members of the public. This is an important service, and ensures all food handlers can attend essential and required food hygiene training, resulting in better educated and trained personnel, preparing safer food for consumers. In addition registered officers from the Team also provide food hygiene training for individual businesses, often on weekends.



This Year Food Hygiene courses continue to be a success. The team has provided **19** courses, approximately 5 of which have been external courses for private businesses and other SBC departments. Approximately **255** candidates have been trained, with an average **91%** pass rate. This will contribute towards an improvement of the food safety standard within Slough, due to better trained and educated food handlers. This will ultimately contribute to a reduction in food poisoning cases, within Slough and to people passing through the borough using its facilities.

On an ad-hoc basis we also operate an accredited nutrition training course which is primarily open to caterers although any member of the public can attend. This course is an important step in improving the knowledge amongst caterers about their responsibility for public health. So far, **9** courses have been run for **74** candidates from a wide range of partner agencies including schools, Sure Start Children Centres, Berkshire East Women's Aid, UCB Celltech, Research in Motion, Respond Respite Care, Oak House Care Home, Crossroads Care, Supported Living, Lavender Court, Cuppertanoes, Destiny Support, Breakaway, Bracknell Forest Council, RBWM Council, Priors, Elliman Resource Unit, The Windmill Care Home and Committed Care Services.

We produced a **newsletter** for food businesses in June 2011 and aim to distribute food safety information to businesses in a similar manner twice this year.

We also work with the PCT to support **Food Safety and Awareness Week** and issue press releases to highlight food issues of importance to local businesses.

Sampling

The team took **68 samples** last year and participated in national LACORS sampling surveys and Regional Surveys including: The Pennington Response Study, a specialist meats survey, pre-cut fruit survey and a prep-packed sandwich survey.

The Pennington Response study involved taking a variety of environmental swabs from premises which serve raw and ready to eat foods, in order to determine whether hygiene standards and if cleaning was effective. This study built on the findings of the Butcher's Shop survey in 2009 and the Pennington Inquiry into E. coli O157. In Slough, 43% of the samples taken were unsatisfactory, including a number of surface swabs and cleaning cloths. Amongst the bacteria found were Staphylococcus aureus and E.coli – both of which can make people seriously ill. The presence of E-coli suggested cross contamination between raw & cooked foods and poor cleaning practices, whilst Staphylococcus aureus highlighted poor personal hygiene at the premises concerned. These unsatisfactory premises were revisited and staff were and educated on the findings.



The pre-cut fruit survey was a national project that looked at the levels of contamination in pre-cut ready-to-eat fruit, either pre-packaged or loose from a range of premises, including retailers, caterers and restaurants and including displayed items on fruit / salad bars. Due to concerns at the time regarding Salmonella contamination of pre-cut melon, a number of samples containing cut melon were included in the sampling regime. All samples collected in Slough were found to be of satisfactory microbiological quality.



The pre-packed sandwich survey looked at the microbiological safety of pre-packed sandwiches from retail premises, such as shops, staff canteens and petrol stations. It also gathered data on display and storage temperature as well as use by dates, to identify any association between these factors and the microbiological quality. All samples taken within Slough were found to be of broadly satisfactory microbiological quality, although some slightly elevated levels of bacteria including *Listeria* were found. In these instances the manufacturers and the Local Authorities in which they are located were sent letters to advise them of their poor results.

Food samples were also taken in food premises throughout the borough, where the food itself or the standards at the premises were suspect. Food samples are also taken and analysed where possible when the food or the premises is suspected with a potential food poisoning outbreak.

Enforcement Action

We have adopted a comprehensive set of measures to protect residents of Slough, people who work here and visitors and promote sensible risk management. We actively work with businesses and other stakeholders to achieve our shared goals. Any enforcement action by us will be graduated, proportionate and in accordance with the council's enforcement policy.

The following enforcement action was taken by the Food team in 2011/12

Hygiene Prohibition Notices – 1
Hygiene Improvement notices – 37
Written warnings/Letters sent – 262
Prosecution -2
Seizure and Destruction of Food- 2
Detention of Food- 1

Olympics 2012

Slough will experience a dramatic increase in the number of visitors on route to the Dorney 2012 Events and in the number of people staying in accommodation within the town. There will be a corresponding increase in demand upon businesses such as hotels, shops, restaurants, public houses and taxis, creating opportunities for rapid spread of communicable disease and placing a strain on the safety of the food supplies.

It is the role of the Public Protection Teams to ensure that these negative impacts are controlled and that the Councils regulatory responsibilities are met. Our objectives are;

- To ensure that Slough remains a safe place for both residents and visitors, whilst supporting legitimate local businesses to trade fairly prior to and during the 2012 Games, without experiencing undue burdens.
- Protection of Slough from reputational risk as a result of uncontrolled/unmanaged hazards.
- To outline delivery protocols for a joint operations team based upon the anticipated demands/risks and the expectation of our partners including the ODA and LOCOG.
- Identification of operational priorities during three phases;
 - Pre- games proactive preparation
 - Games time operation
 - Post games recovery



Variation from service plan

Departures from this service will be exceptional, capable of justification and be fully considered by the Head of Food, Safety and Business Support, Ginny de Haan, before varying action is taken. Reasons for any departure will be fully documented.

Areas for development

We are always striving to move the service forward. In order to achieve this, we set targets to identify areas for development during the coming year;

- Updating the Council website with improved links
- Looking at ways to increase our engagement with businesses,
- Contributing more to Neighbourhood Management,

- Reviewing and updating the information we have on the CIVICA data base about local food businesses

Striving for excellence

Service Standards

Providing excellent customer services is one of our key priorities. In order to achieve this we will always:

- Be polite, friendly and offer a helpful service
- Take the time to listen and explain things
- Provide accurate information and advice, in a clear and straightforward way
- Deal with enquiries immediately, but if this is not possible, tell you who we have passed your enquiry to and their contact details
- Keep you informed of progress and the outcome of our investigations
- Treat you fairly and with respect



Customer Pledge

We aim to provide every customer with a quality service and will seek feedback from you to help further improve the quality of the services we provide. A manager will contact you personally if you are unhappy with the service received.

In addition, we have introduced the following standards against which we will monitor the responsiveness of our service, namely:

Service Standard	Target / Response Times
Respond to customer complaints and enquiries	Within 5 working days
Provide a full response	Within 10 working days



Customer Feedback

Last year **92%** of our customers said they were satisfied or very satisfied with our Food service. The team is committed to working with local businesses and the local community to further improve levels of satisfaction and continually strives to provide a fair, consistent and quality service. We aim to enhance the quality of life of residents within the borough. All feedback received is used to inform and improve our service and we hope to improve on our customer satisfaction levels in the year ahead.

Our quality assurance procedures assess the work of our officers to ensure that it meets the high standard expected by the service.

Resourcing

The Food & Safety team employs 8 officers of which 4 are part time.

The Full Time Equivalent (FTE) staff allocated to food safety work is **4.00 FTE** and the cost of the service during 2012/13 will be **£ 211,000**.

A breakdown of the resources committed to Food Safety and Standards work is contained in Appendix 1.

During 2011/12 the team experienced resourcing pressure arising from the need to undertake detailed investigations; including a work related death incident and a number of other serious accident investigations.

Members of the Team represent the Authority in a number of regional bodies including the Berkshire Food Liaison Group, The Regional Sampling Group and the Berkshire Infectious Disease group as well as participating in Imported Food Liaison Meetings co-ordinated by the Single Liaison Authority for Heathrow.

Staff Development

On going development of the work force is paramount to ensure a comprehensive service is provided to the customer, whilst maintaining continuous improvement and providing value for money.

The Food Standards Agency requires that the Council maintains the competency of its officers and also that we have officers with sufficient skills to maintain the breadth of competency needed for Slough specifically. The town's close location to Heathrow airport places additional training requirements upon the team in relation to complex Imported Food legislation.

This year staff have attended, among other things, Imported Food training; Investigation Skills training; Consistency training organised as a County Wide initiative; Sampling training and other workshops in preparation for the London Olympics. Training and development is planned as part of the appraisal process and is tailored so that the Authority retains the specialist knowledge required in order to provide a Food Service which is appropriate to the needs of Slough residents and businesses.

Benchmarking

The Head of Food, Safety and Businesses Support has been trained as a 'Peer Challenger' and has carried out peer challenges in two other unitary authorities in association with LACORS. This is a useful insight and comparison for the team.

During November 2010, the Food Service was audited by the Food Standards Agency. Slough was identified for a focused imported foods audit because of the town's diverse community and likelihood that a number of local food outlets handle imported foods. In addition the Council has more than 30 enhanced remote transit sheds (ERTS) which handle imports of products of both animal origin and non-animal origin, including those that require organic verification; these foods are then distributed nationally.

Significant comments/ findings from the FSA include;

- 'It was clear that imported food controls form an integral part of the food service provided by the Food and Safety and Trading Standards teams responsible for the enforcement of imported food controls at Slough Borough Council.'
- 'Documented procedures for the authorisation of officers had been developed and implemented for both teams.'
- 'It was clear that the Service was proactive in providing advice to food businesses on imported food controls.'
- 'The Food and Safety Team had developed a comprehensive internal monitoring procedure and there was clear evidence of effective internal monitoring across the Service, including imported food control activities.'

APPENDIX A
 Resource Requirements for Food Service Delivery 2012/13

Service Provision	Expected output	FTE required
Primary Food Safety Inspections including Safe Food Award	140 high rik inspections	1.45
Primary Food Standards Inspections	15 High Risk 55 Medium Risk	0.50
Verification and monitoring visits	Approx 200	1.00
Support for businesses information training		0.20
Imported Food Control		0.50
Complaints	180	0.55
Sampling	100	0.10
Primary Authority Food Related Work	Difficult to estimate demand	1.00 (self funding)
Enforcement Action	May vary	0.30
Training		0.20
Catering for Health and other food awareness work		0.20
QA and updating of procedures		0.10
Day to day management of service delivery		0.80
Administration and maintenance of data		0.50

FOOD ACTION PLAN FOR 2012/13					
Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
2012 Olympics Council Wide Operations	Health & Wellbeing	Refer to separate 2012 Action Plans and Olympic Response Team Operations Plan	Refer to separate 2012 Action Plans and Olympic Response Team Operations Plan	Ginny de Haan	Quarterly Review
	Economy and Skills	<p>Reports on potential impact/resources to go to SBC 2012 Project board and Exec Group</p> <p>Liaison with other Public Protection managers via PPM Meetings</p> <p>Continuation of interventions started in Q4 (2011/12)</p>	<p>Identification of and response to of;</p> <ul style="list-style-type: none"> • potential impacts/demands for Food Service; • unmet resource demands • planning and co-ordination between other LAs in area <p>Attendance at relevant regional multi agency and specialist meetings</p> <p>Delivery of specific action plans to proactively manage impacts and</p>	<p>All PP Managers and their Teams</p> <p>Trading Standards Team Leader</p> <p>Food and Safety Team Leader</p>	<p>Monthly reporting via Public Protection managers</p> <p>Sept 2012</p>

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
<p>Primary Authority Regulatory Services Wide Project</p>	<p>Economy and Skills</p>	<p>Refer to separate Action Plan for Primary Authority</p> <p>Response times in line with Customer Charter and Pledge</p> <p>Feedback from PA businesses</p> <p>Hours of advice provided</p>	<p>Refer to separate Action Plan for Primary Authority</p> <p>Designated officers to work closely with Primary Authority businesses to:</p> <ul style="list-style-type: none"> • provide specific advice in relation to food and Food standards procedures and controls adopted by the company nationally • signed off as compliant with the relevant legislation those procedures and controls • handle referrals from other local authorities and central government bodies on behalf of that business <p>Document actions, decisions and time spent with the business on FLARE</p>	<p>Keith Eaglestone (PAM)</p> <p>Ginny de Haan</p> <p>Trading Standards Team Leader</p> <p>Food and Safety Team Leader</p> <p>All Officers</p>	<p>Ongoing</p> <p>Monthly Reports on hours and income generation</p> <p>Quarterly Review</p>

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Inspection of food premises in Slough	<p>Local Indicator on % of 'Broadly Compliant' Food Businesses</p> <p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>10 additional 'broadly compliant' food businesses in Slough to be monitored quarterly</p> <p>10 additional food businesses achieving at least 1 star in the Safe Food Award to be monitored quarterly</p> <p>100% Target for Completed High risk inspections to be monitored monthly</p> <p>Complaints and service requests dealt with in line with Customer Service Charter and Pledge</p> <p>Number of approvals issued within time limits</p>	<p>Inspections based on risk; 100% inspection of A, B and all other non complaint food businesses in Slough.</p> <p>Identified poor performing food businesses within Slough to be targeted with appropriate interventions</p> <p>Secure improvements where there are evident concerns</p> <p>Take enforcement action where compliance is poor</p> <p>Send newsletter and other relevant advice to low risk premises.</p> <p>Enhance advice for businesses on SBC web site</p> <p><i>Value: promoting food safety; protecting consumers in Slough and beyond from the dangers of food poisoning</i></p> <p><i>Added Value: Assessing Rat activity and waste issues at each food premises visit to support NET</i></p>	<p>Food & Safety Team Leader</p> <p>All Food Safety Officers</p> <p>TS/NET/Licensing acting as 'eyes and ears'</p> <p>Support material from the FSA</p>	<p>March 2013</p> <p>Monthly and Quarterly review.</p>

Service Activity	Priority Theme	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Level 2 Food Hygiene Training Programme	Health & Wellbeing Economy and Skills	Number of food handlers trained in Food Hygiene Satisfaction from course evaluation sheet returns Internal audit of course procedures	To provide a minimum of 12 courses throughout the year. Maintain procedures required for accredited CIEH training centre BST to complete bookings <i>Value; partially self funding training reducing delivery costs to SBC Positive impact on BC %</i>	Levine Whitham Support material from CIEH	March 2013 Quarterly review
Safe Food Award Scheme.	Health & Wellbeing Economy and Skills	Measurable improvement on risk rating. Feedback from businesses. increase in the number of food businesses (10) achieving at least 1 star in the Safe Food Award to be monitored quarterly Feedback from Businesses % Customer satisfaction	Continue to promote the SFA to Slough food businesses Review of the safe Food Award to test its 'fitness for purpose' looking at process and VFM – Value for Money against national FSA scheme Food Hygiene Ratings <i>Added Value: work to support % increase in Broadly Compliant rating. Support compliant businesses and target businesses seeking a financial gain from non-compliance</i>	Ann Stewart All Officers to support	Quarterly review

Service Activity	Priority Theme	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Catering for Health	Health & Wellbeing	<p>Number of CFH awards issued</p> <p>Facilitation of 2 joint projects (yet to be determined)</p> <p>Officers to promote the award at 100% of interventions</p>	<p>To continue to promote the Catering for Health award scheme in partnership with the Berkshire East PCT – linking with other work on obesity in Slough and it's health impacts (CHD, Diabetes)</p> <p>Extension into the community with linked projects focusing on childhood obesity</p>	<p>Jo Ricketts</p> <p>All Officers to support</p>	<p>March 2013</p> <p>Quarterly review</p>
Neighbourhood Working	<p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Number of positive interventions in area</p>	<p>Focus on delivery of services in specific area of Slough.</p> <p>Participation in CREW events</p> <p>Named officer for liaison</p>	<p>Ginny de Haan</p> <p>Kully Randhawa Levine Whitham All Officers to support</p>	<p>March 2013</p> <p>Quarterly review</p>
On-going investigations and prosecutions	<p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Work in line with Enforcement policy, prosecutions template and internal procedures.</p> <p>Adhere to time scales for prosecution file submission</p>	<p>Allocation of resources to adequately respond to serious incidents to comply with statutory enforcement obligations</p> <p>Review use of Simple Cautions</p>	<p>All officers</p>	<p>On going</p> <p>Assess during 1:1 meetings and Case Reviews</p>

Service Activity	Priority Theme	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Private Water Supplies	Health & Wellbeing	Ongoing update of mapping for PWS and distribution systems DWI return completed Establish contract with external partner to deliver RAs and Sampling programme in line with statutory guidance.	Assessment of Private Water Supplies information and collation for return to DWI Management of tender process for RAs and Sampling programme	Ginny de Haan Kully Randhawa Bill Campbell	Quarterly review
Sampling	Health & Wellbeing Economy and Skills	Number of samples taken and follow up of poor results. Number of joint initiatives with Food Standards Officers	Undertake sampling as part of a suite of interventions to improve food hygiene and food standards and focus on high risk and local needs. Participation in National and county wide sampling programmes	Angela Satterly Julie Snelling All Officers to support	March 2013 Quarterly review
Imported Food Controls & Organic Imports	Health & Wellbeing Economy and Skills	Number of organic, POAO and restricted imports processed, including onward transmission Enforcement action taken	Checking of consignments of food coming into Slough to ERTS. Verification of organic status imported food Onward Transmission referrals and Personal Imports Investigations into illegally imported POAO and other restricted foods. <i>Added value: Slough community and others outside Slough are protected</i>	Levine Whitham All Officers to support	March 2013 Quarterly review

Service Activity	Priority Theme	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Infectious Disease Notifications & Control	Health & Wellbeing	Number of investigations investigated; responses in line with Service Pledge	Investigation of Infectious Notifications including suspected food poisoning outbreaks in line with Health protection Agency protocols	Ann Stewart All Officers to support	March 2013 Quarterly review
Promotion of Food Hygiene issues	Health & Wellbeing Economy and Skills	Quarterly up-dates completed to website Number of Staff fully authorise for red dot updates within the team 2 newsletters per year Number of press releases	Increase awareness of food hygiene issues via local press, the Council's website and the publication of Newsletters	Sheilagh Costello All Officers to support	March 2013 Quarterly review
<u>Slough Specific</u>	Health & Wellbeing Economy and Skills	Local Food Issues identified and assessed; number of food incidents issued; food alerts actioned	Maintain links with partners and other SBC Teams to gain an awareness of changing/ emerging food risks/activities in Slough. Attendance at Berks Food Liaison meetings	Ginny de Haan All Officers to support	Ongoing
Internal Procedures including Officer competency and QA		Review of all internal procedures annually Fully implemented QA	Review and implementation of procedures to ensure compliance with FSA Competency and Framework requirements, to monitor performance and support officers in a consistent approach.	All Officers to support	December 2012

DRAFT

Service Delivery Plan 2012/2013



Health, Safety and Wellbeing in Slough

Introduction

Here are some interesting facts that you may not know about Slough Borough Council's Health and Safety Service.

We are responsible for enforcing health and safety in approximately 1,120 business premises including offices, warehouses, residential care homes, leisure centres, shops, pubs and restaurants.

Employees and members of the public made 114 complaints about health and safety last year in relation to, for example, slip or trip hazards, faulty lifting equipment, workplace temperatures and electrical safety.

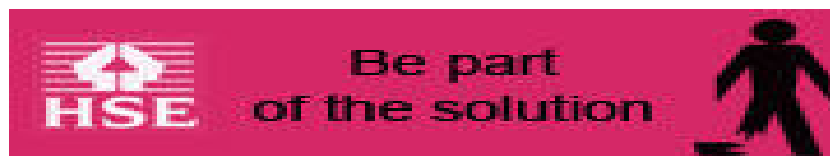


Slough Borough Council plays a major role in protecting the health, safety and welfare of employees and members of the public in Slough.

We achieve this by targeted projects, inspections, seminars and media campaigns, to help reduce accidents and ill health in the work place and to protect others from risks.

We have adopted a 'sensible risk management approach' in line with

'The Health & Safety of Great Britain\ Be part of the solution' the Health & Safety Executive (HSE) strategy.



The HSE and local authorities, as joint co-regulators for health and safety legislation, have a vital role to play in ensuring that the regulatory system:

- is focused on better health and safety outcomes and not purely technical breaches of the law;
- makes it as straightforward as possible for business, and in particular, small businesses, to deliver a healthy and safe working environment;
- is enforced in a manner which is proportionate to risk;
- avoids placing unnecessary burdens on businesses which manage health and safety effectively; and

- maintains a strong deterrent against those who fail to meet their health safety obligations and put their employees at material risk thereby also deriving an unfair competitive advantage.

The Team actively supports and works with businesses through various projects such as, Estates Excellence; loading and unloading; asbestos 'duty to manage' and safety in butchers' shops – all helping businesses to assess risks and put in place practical controls, which comply with the detailed regulations and Codes of Practice in these areas.

We work to help safeguard migrant and other vulnerable workers linking in with the Private Sector Housing Team.

By working with the Police and other agencies we also help to reduce incidents of violence and robbery in retail and licensed premises.

The purpose of this plan is to let you know how we are going to achieve the various measures that we will be taking, in conjunction with our partners and other agencies, to enhance public health and wellbeing.

We will do this by:

- Providing advice and information to Slough businesses and residents
- Inspecting businesses on the basis of risk so reducing the burden on compliant businesses whilst targeting those that seek to gain an advantage from non-compliance
- Investigating complaints and listening and responding to your concerns
- Investigating accidents, giving priority to those involving major injury or death in the workplace
- Developing safety and health promotion initiatives
- Consulting our customers on the quality of our service and key issues
- Working in partnership with others to improve our outcomes for Slough. For example - The Health & Safety Executive, the Berkshire East Primary Care Trust (PCT), Slough Business Community Partnership, Thames Valley H&S Group, UK Border Agency, Thames Valley Police and the Royal Berkshire Fire and Rescue Service

We are committed to helping change the health and safety culture in Britain, and retaining common sense in the approach we take to ensuring the protection of employees and the public.

Good Health and Safety, Good For Everyone.

We will work in partnership with the other enforcing authorities and stakeholders to reduce the inspection burden on business alongside focussing on better outcomes.

We will continue to refine our intervention strategies for business by further improving the targeting of relevant and effective interventions and preserving inspection for higher risk premises and issues, which should lead to a reduced number of proactive inspections. This will free up capacity for more effective outcome focussed interventions.

Greater emphasis will be placed on reactive work, dealing with complaints, accidents and incidents in accordance with Government directive to target those businesses that are poor performers and not meeting their requirements under health and safety legislation.

This plan is reviewed annually and we welcome your views, comments and suggestions on how it can be improved.

Please forward your views to Ginny de Haan, Head of Food, Safety and Business Support, St Martins Place, 51, Bath Road, Slough. SL1 3UF
Tel: 01753 875255 or e-mail:

ginny.dehaan@slough.gov.uk

To find out more about our service and initiatives that we are planning this year please read on.



Proud to be Slough



Our Vision

The focus of work within the Health & Safety service is to ensure that the Council is able to fulfil its statutory obligations under the relevant legislation and that this is geared towards Sloughs specific community and business needs, based on local intelligence, our work with partners, the Sustainable Community Strategy (SCS) and the Joint Strategic Needs Assessment (JSNA) incorporating wherever possible the key themes of

- economy and skills
- health and wellbeing
- housing
- regeneration and environment
- safer communities

Our work also supports the two cross-cutting themes of the SCS; civic responsibility and promoting the image of the town.

One aim is to protect and enhance public health and wellbeing whilst supporting local businesses. We will achieve this through the attached Action Plan; this should be read in conjunction with our Enforcement Policy which aims to ensure a graduated approach to enforcement based on risk.



The Enforcement Policy reaffirms our commitment to carry out our duties in an open, fair and consistent manner. We recognise that most people want to comply with the law; therefore, we want to support and enable them to meet their legal obligations without unnecessary expense. Assessment of risk and the likelihood of reoccurrence are major factors in our enforcement decisions. Firm action, however will be taken, including prosecution, where appropriate.

The service plan sets out the actions we are taking to enhance and improve health, safety and wellbeing in Slough

How did we perform?

Our service plan will be reviewed on an annual basis and provides the opportunity to record our achievements and identify those key issues that still need to be addressed.

The health & safety service can be divided into key activities and projects namely:

- Primary Authority Advice
- Inspections of high risk businesses
- Promotion of health, safety and wellbeing awareness including Smoke Free advice and enforcement; Asbestos – Duty to Manage.
- Estates Excellence – promoting leadership in the business community
- Work Safe Slough – support with work related violence and aggression
- Butcher Safety – safeguarding employees using dangerous machinery
- Accident investigations
- Legionella Controls - assessments, registration and inspection of cooling towers, showers, spa baths and other sources of harmful Legionella bacteria
- Listening to and responding to complaints from the public, employees and businesses
- Neighbourhood working on local safety concerns
- Protection of vulnerable and migrant workings

During 2011/12 our key achievements include

Primary Authority Scheme

As part of the Sustainable Community Strategy (SCS) objective of supporting the town's economic prosperity, we have changed the way in which advice is provided to businesses with the establishment of Primary Authority Partnerships; this has brought many advantages to businesses in Slough.



Primary Authority (PA) is a statutory scheme under the Regulatory Enforcement and Sanctions Act 2008 for businesses that trade in more than one local authority area or trade from websites and is governed by the Better Regulation Delivery Office of the Department of Business, Innovation and Skills (BIS). PA comprises a legally binding contract between the Authority and the business to provide ongoing specialist advice on specific areas of regulation applicable to that business, such as health & safety, food safety, fair trading, product labelling and product safety.

Our Officers are able to provide to companies trading across council boundaries with robust and reliable advice, provided through the creation of legal partnerships. The scheme also provides a safety net to ensure that local authorities are consistent in the way they regulate businesses.

Since the introduction of Primary Authority partnerships in Slough, in April 2011, we have already secured 24 successful PA partnership agreements

with the following companies – 1 & 1Internet, Azko-Nobel (ICI), Black & Decker, Burger King, Citroen, Fiat, Food Partners, Garden Centre Group, Grosvenor Consumer Products, Group SEB, Herbalife, Horlicks, Jumbo Ltd, LG, Mars, Mars Drinks, Mitchell Group usa, Parking Control Management (PCM), Ragus Sugars, Reckitt-Benckiser, Rollover.com, SuperDrug, Telefonica Uk Ltd (02) and Bluebird Sports Drinks Ltd.

This service is uniquely provided by in house Environmental Health & Trading Standards professionally qualified officers.

This is one of the highest number per authority in the country and a remarkable achievement for Slough, reflecting the ongoing positive relationships we have with businesses in the town. Effective local regulation requires confidence and mutual trust.



Slough businesses are able to rely upon our Regulatory advice received in the knowledge that it is expert opinion, applicable across the UK, and a secure basis for investment and operational decisions.

Cost recovery is an essential element of the contracts and applicable to Primary Authority businesses with an hourly charge for any work undertaken. Although this was only the start up year for the Scheme £56,000.00 costs were recovered during 2011/12 enabling the Council to support businesses in Slough and increase the availability of specialist officers. In that time 374 interactions with all our companies were successfully made. A high proportion of these were satisfied consumer complainants As a Primary Authority we have already had communication with many other councils to ensure that inspection and enforcement action reflects the advice we have already given, and is proportionate. We are already working with the businesses to produce national inspection plans, and giving guidelines to other councils to avoid unnecessary checks and tests.

A further benefit this offers a business is a closer relationship with just one local authority and single point of contact for issues and queries, saving time and bringing greater clarity. Significantly, under Primary Authority, other regulators are unable to challenge the authority when actions are based on specific advice provided by us under Primary Authority. In addition we have already had examples where legal action has been avoided by our intervention.

The number of businesses joining in Primary Authority Partnerships with the Council continues to grow and this will have a profound impact upon how we deliver the service requiring a flexible approach to our management of resources.

More information on Primary Authority Partnerships can be found on the website <http://www.bis.gov.uk/brdo/primary-authority> Businesses that would like to join the Scheme can either contact 01753 875255 or e mail primary.authority@slough.gov.uk

Accident Investigations

The team received **210** accident notifications, a 15% increase from the previous year. Of these accidents;

- **56%** were related to slips and trips
- **9%** were related to manual handling



During the period 2011/12, we have noticed a reduction in the number of physical assaults on employees and other incidents of workplace violence in the retail, late night takeaway, taxi business and leisure gaming sectors.



We have devoted resources and worked in partnership with Thames Valley Police and businesses to assess the risk of workplace violence in individual workplaces, increased staff awareness and trained them on proactive preventative measures.

We can also report a significant reduction in incidents involving workplace transport that, in previous years, have arisen from the misuse of fork lift trucks, movement of delivery vehicles and unsafe practices performed whilst loading and unloading at retail and warehouse premises within the borough.



Workplace transport risks and controls measures to safeguard persons, both employees and public, remain a high priority, however and will continue to be assessed during every workplace inspection.

The need for businesses to report accidents, to examine why the accident has happened and deal with potential risks continues to be a high priority and is included in our advice and support.

Among the serious accidents investigated during the past year were;

- A life-threatening fall into an unguarded lift shaft
- A workplace death by electrocution
- A child's hand trapped whilst on an escalator

Complaints about health and safety in Slough

We responded to 114 complaints and enquiries about health & safety issues which included;

- Defective passenger lifts and other lifting equipment, including fork lift trucks.
- Requests for advice about asbestos risks, removal and disposal.
- Low temperatures in work environments during the winter months
- High temperatures and uncomfortable workplace environments during warmer months
- Welfare at work, including stress related concerns, special provision for expectant mothers and provision for young persons at work and on work experience.
- Unsafe practices in the cosmetic beauty industry.
- Various unsafe work practices in differing sectors, including childcare activities, children's' activity centres. and sports and leisure clubs
- Controls required for water cooled air conditioning systems and other water systems in relation to Legionella
- Concerns about electrical and gas safety, including proper testing regimes.

Health & Safety Inspections

The team, in partnership with other enforcement agencies, completed **885** inspections and visits in relation to health & safety issues including more than 100 Estates Excellence visits.

We target our resources on an assessment of risk to ensure that **100%** of high risk premises are inspected and our projects such as Estates Excellence, Work Safe Slough and Butcher Safety are commissioned in response to local evidence of risk.

Heightened awareness, nationally, led to increased emphasis on gas and electrical safety issues in the catering sectors.

Cooling Tower Registration

We have re-registered **21** premises with a total of **33** cooling towers. This is a significant reduction from 2008 when **63** cooling towers were registered - a



result of several water based cooling systems being decommissioned due, in part, to the high cost of maintenance and water treatment involved and also as a result of the continuing development of quieter, more energy efficient, dry ventilation systems.

Registration of wet cooling towers and evaporative condensers, with the Local Authority, is a legal requirement.

An important part of the registration and monitoring process is the assessment of stringent controls to prevent multiplication and possible infection with Legionella together with scrutiny of the businesses' own sampling procedures and results. On site inspections are also carried out for those systems where the Council is the enforcing authority for health and safety.

Working with partners

We recognise that working with partners can increase our capacity to deliver health & safety solutions for businesses in Slough. During 2011/12, we worked to develop the following important projects.

■ Estates Excellence

The cost to Slough businesses of accidents and ill health at work is estimated to be in the region of **£30 million** each year – without taking into account the personal trauma.



Estates Excellence promotes the concept that healthy workforces lead to healthy profits and is an innovative way to fulfil the health and safety needs of small and medium businesses in Slough; through advice visits and fully funded training.

This has drawn together a great partnership involving the Food & Safety Team at Slough, the HSE and the Royal Berkshire Fire Service. This partnership delivered Slough's **second** Estates Excellence Project, during 2011/12 - the only Local Authority in the country do so.

■ Slough Working Well

We continue to work with the Slough Business Community Partnership the PCT, HSE, Slough Community Leisure and many others to promote Slough Working Well project which was launched in 2010.



A programme of events takes place regularly to provide advice and give guidance to businesses and employees about workplace health and wellbeing.

■ Construction Safety

Jointly with the HSE and SBC's Building Control Team, we monitor development and construction activities within the borough and react immediately to complaints or concerns about dangerous structures, demolitions, unsafe work practices and work with asbestos so as to safeguard both the public and construction workers.



In partnership with HSE, Flexible Warrants allow Slough Borough Council Environmental Health Officers to work in premises where the HSE are the enforcement authority for health & safety and for HSE inspectors to also operate in local authority enforced premises in Slough.

Of particular note last year was the attendance by Inspectors from the Food & Safety Team to monitor and stop unsafe work activity involving asbestos, dangerous scaffolding and other hazardous activities at construction sites in the Borough.

■ Butcher Safety

There have, in the recent past, been two notifications of part finger amputation involving butchery assistants in Slough.



Investigation of the two incidents highlighted a lack of awareness among employees, with local butchers, of the inherent risks and dangers associated with failure to ensure that the butchery machinery they use is suitably guarded and operated correctly to prevent personal injury.

Consequently, it was decided to target local butcher premises in a project to highlight the risks and dangers as well as to educate and encourage the employers to initiate safer controls in the use of dangerous machinery, such as electrically operated band saws and mincing machines.

To date, **36** butcher premises have been visited and improvements secured.

Enforcement Action

We have adopted a comprehensive set of measures to protect residents of Slough, people who work here and visitors and promote sensible risk management. We actively work with businesses and other stakeholders to achieve our shared goals.



Any enforcement action by us will be graduated, proportionate and in accordance with the council's enforcement policy, which is currently under review.

Enforcement action was taken by the Health & Safety team in 2011/12 in the form of Prohibition Notices being served on business owners relating to –

- unsafe gas cooking equipment in a town centre restaurant,
- an unsafe extract ventilation system in a town centre restaurant;
- dangerous electrical systems in a town centre restaurant
- an unsafe goods lift in a food store.

Immediately dangerous situations such as these reinforce the necessity for safeguards to be in place to prevent dangerous occurrences and reduce risk of injury. They also reinforce the importance of verification checks by both employers and enforcing authorities. By maintaining a competent trained inspectorate Slough Borough Council fulfils its obligations under the Health & Safety at Work, etc., Act 1974

Olympics 2012

Slough will experience a dramatic increase in the number of visitors en route to the Dorney 2012 Events and in the number of people staying in accommodation within the town. There will be a corresponding increase in demand upon businesses such as hotels, shops, restaurants, public houses and taxis, creating opportunities for rapid spread of communicable disease and placing a strain on the safety of the food supplies.

It is the role of the Public Protection Teams to ensure that these negative impacts are controlled and that the Councils regulatory responsibilities are met. Our objectives are;

- To ensure that Slough remains a safe place for both residents and visitors, whilst supporting legitimate local businesses to trade fairly prior to and during the 2012 Games, without experiencing undue burdens.
- Protection of Slough from reputational risk as a result of uncontrolled/unmanaged hazards.
- To outline delivery protocols for a joint operations team based upon the anticipated demands/risks and the expectation of our partners including the ODA and LOCOG.
- Identification of operational priorities during three phases;
 - Pre- games proactive preparation
 - Games time operation
 - Post games recovery



Variation from service plan

Departures from this service plan will be exceptional, capable of justification and be fully considered by the Head of Food, Safety and Business Support, Ginny de Haan, before varying action is taken. Reasons for any departure will be fully documented.

Areas for development and looking to the future..

We are always striving to move the service forward. In order to achieve this, we set targets to identify areas for development during the coming year. These include;

- Continue to improve the information about health & safety on the Council's website;
- Encourage more businesses to sign up to the Estates Excellence web community;
- Continue to identify high risk premises and inspect and ensure that required standards of health and safety are being met;
- Continue to identify high risk or dangerous practices and ensure that they do not continue in Slough;
- Review the apparent increase in the number of sun tan parlours and nail bars and consider if a special project is needed to ensure safe operation and procedures in these, potentially, highly hazardous situations

Service Standards

Providing excellent customer services is one of our key priorities. In order to achieve this we will always:

- Be polite, friendly and offer a helpful service
- Take the time to listen and explain things
- Provide accurate information and advice, in a clear and straightforward way
- Deal with enquiries immediately, but if this is not possible, tell you who we have passed your enquiry to and their contact details
- Keep you informed of progress and the outcome of our investigations
- Treat you fairly and with respect



Customer Pledge

We aim to provide every customer with a quality service and will seek feedback from you to help further improve the quality of the services we provide. A manager will contact you personally if you are unhappy with the service received.

In addition, we have introduced the following standards against which we will monitor the responsiveness of our service, namely:

Service Standard	Target / Response Times
Respond to customer complaints and enquiries	Within 5 working days
Provide a full response	Within 10 working days

Customer Feedback

Last year **92%** of our customers said they were satisfied or very satisfied. The team is committed to working with local businesses and the local community to further improve levels of satisfaction and continually strives to provide a fair, consistent and quality service. We aim to enhance the quality of life of residents within the borough. All feedback received is used to inform and improve our service and we hope to improve on our customer satisfaction levels in the year ahead.

Our quality assurance procedures assess the work of our officers to ensure that it meets the high standards set for the service.

Resourcing

The Food & Safety team employs **8** staff, of which **5** are part time and one officer, the Nutritional Advisor is funded from a Local Strategic Partnership grant. The Full Time Equivalent (FTE) staff allocated to health and safety work is **1.5 FTE** and the cost of the service during 2012/13 will be **£106,000**.

During 2011/12 the team experienced considerable resourcing pressure arising from the need to undertake detailed investigations; including a work related death incident and a number of other serious accident investigations.

Staff Development

Continuing Personal Development (CPD) is a requirement for Environmental Health Officers and Technical Officers in the Team in order to maintain competence to carry out their duties correctly and in accordance with professional standards.

On-going personal development of the work force is paramount to ensure a comprehensive service is provided to the customer, whilst maintaining continuous improvement and providing value for money.

Changes to the Section 18 Guidance issued by the HSE required additional monitoring and training for all officers who carry out H&S enforcement; this was achieved by March 2011 as part of the Corporate Personal Development Plan. The process is on-going.



Other training has included Gas Safety, Electrical Safety, Estates Excellence, Investigative Powers

Benchmarking

The Head of Food, Safety and Businesses Support has been trained as a 'Peer Challenger' and has carried out peer challenges in two other unitary authorities. This gives a useful insight and comparison for the team.

The work in relation to compliance to the Section 18 Standard also provides an 'excellence standard' for benchmarking the service.

Appendix 1					
HEALTH & SAFETY ACTION PLAN FOR 2011/12					
Service Activity	Priorities	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
<p>2012 Olympics</p> <p>Council Wide Operations</p>	<p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Refer to separate 2012 Action Plans and Olympic Response Team Operations Plan</p> <p>Reports on potential impact/resources to go to SBC 2012 Project board and Exec Group. Liaison with other Public Protection managers via PPM Meetings. Continuation of interventions started in Q4 (2011/12)</p>	<p>Refer to separate 2012 Action Plans and Olympic Response Team Operations Plan</p> <p>Identification of and response to of;</p> <ul style="list-style-type: none"> potential impacts/demands for H&S Service; unmet resource demands planning and co-ordination between other LAs in area <p>Attendance at relevant regional multi agency and specialist meetings</p> <p>Delivery of specific action plans to proactively manage impacts</p> <p>H&S enforcement role at Upton Park and Ride - LOCOG</p>	<p>Ginny de Haan</p> <p>All PP Managers and their Teams</p> <p>Trading Standards Team Leader</p> <p>Food and Safety Team Leader</p>	<p>Quarterly Review</p> <p>Monthly reporting via Public Protection Managers</p> <p>Sept 2012</p> <p>Pre- assess and during Games Time</p>
<p>Primary Authority</p> <p>Regulatory Services Wide Project</p>	<p>Economy and Skills</p>	<p>Refer to separate Action Plan for Primary Authority</p> <p>Response times in line with Customer Charter and Pledge</p> <p>Feedback from PA businesses</p> <p>Hours of advice provided</p>	<p>Refer to separate Action Plan for Primary Authority</p> <p>Designated officers to work closely with Primary Authority businesses to:</p> <ul style="list-style-type: none"> provide specific advice in relation to food and food standards procedures and controls adopted by the company nationally signed off as compliant with the relevant legislation those procedures and controls handle referrals from other local authorities and central government bodies on behalf of that business document actions, decisions and time spent with the business on FLARE 	<p>Keith Eaglestone (PAM)</p> <p>Ginny de Haan</p> <p>Trading Standards Team Leader</p> <p>Food and Safety Team Leader</p> <p>All Officers</p>	<p>Ongoing</p> <p>Monthly Reports on hours and income generation</p> <p>Quarterly Review</p>

Service Activity	Priorities	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion date
High Risk Inspections	Balanced Score Card Health & Wellbeing Economy and Skills	Number of high risk inspections completed within due date 100%	'A' rated premises Unrated premises to reviewed and risk assessed focussing on sector specific premises <u>Allocation of inspections due on a quarterly basis</u> Delivery in line with LAC 67-2 rev 3 – Guidance to Local Authorities on Targeting Interventions	Bill Campbell Tahir Baig (FLARE) All officers to support HSE Guidance	March 2013 Quarterly review
Estates Excellence Promoting Leadership and Sensible Risk Management	Health & Wellbeing Economy and Skills	Number of premises visited Number of training sessions completed Number of local articles on the Slough web-community Attendance at EE national project board	Joint Intervention approach with the HSE, Fire Service and Slough Business Community Partnership; utilizing Flexible Warranting Provide advice to businesses, identifying gaps in H&S and Fire knowledge Jointly providing training and Occupational Health support <i>Added value; full range of advice and support to businesses from 1 visit, reduction in regulatory burden, 'light touch' approach. Low cost support from regulators. Supporting local businesses</i>	Ginny de Haan Bill Campbell All officers to support	TBC
Incidents Accident, work related death, complaint investigation, service request response	Balanced Score Card Health & Wellbeing Economy and Skills	% Response within Customer Charter and Pledge timescales	Assessment and response to accident notifications, complaints and service requests relating to work place health, safety and wellbeing; including referrals from HSE. Imminent concerns; falls from height, slips and trips workplace transport etc Work related death, serious injury, lift/lifting equipment reports Promotion of sensible risk management	All officers	On going

Service Activity	Priorities	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion date
On-going investigations and prosecutions	Health & Wellbeing Economy and Skills	Work in line with Enforcement policy, prosecutions template and internal procedures Adhere to time scales for prosecution file submission	Allocation of resources to adequately respond to serious incidents to comply with statutory enforcement obligations	All officers	On going Assessment during 1:1 meetings and Case Reviews
Neighbourhood Working	Safer Communities Economy and Skills Regeneration & Environment	Number of positive interventions in area	Focus on delivery of services in specific area of Slough. Participation in CREW events Named officer for liaison Contribute to Ward newsletter	Ginny de Haan Kully Randhawa Levine Whitham	March 2013 Quarterly review
Legionella Control. Registration of Cooling Towers	Regeneration & Environment Health & Wellbeing Economy and Skills	Number of cooling towers registered Number of Risk assessments verified 100%	Maintain an updated Register of cooling towers in Slough and ensure that there are controls in place to minimise the risk of Legionella infection. Maintain an up to date Register of Cooling Towers on the Council's website.	Bill Campbell	On going March 2013 Quarterly review
Promotion of Health & Safety	Health & Wellbeing Economy and Skills	Quarterly up-dates completed to website July/August – review of website 2 newsletters per year Number of press releases	Encourage use of the web site for information and advice. Increase awareness of health & safety issues via local press, the Council's website and the publication of Newsletters	Thomas Kilduff All officers to support	March 2013 Quarterly review

Service Activity	Priorities	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Asbestos – Duty to manage	Health & Wellbeing Economy and Skills Regeneration & Environment	<p>Number of ASB5 Notifications assessed 100%</p> <p>Scrutiny of notifiable but non-licensable works (new Asbestos Regs 2012)</p> <p>Responding to enquiries about Asbestos</p>	<p>Assessment of controls in place for minimizing risks from exposure of asbestos fibres.</p> <p>Ensuring that works intended do not have to be licensed.</p> <p>Advising on Asbestos issues</p> <p>Link to National and local promotional work</p>	Bill Campbell	<p>Ongoing</p> <p>March 2013</p> <p>Quarterly review</p>
Care Homes	Health & Wellbeing Economy and Skills Regeneration & Environment	Sector specific project targets based on number of interventions and improvements achieved.	<p>HSE Toolkit adapted to Slough needs.</p> <p>Liaison with Martin Lower and others in CWB</p>	<p>Sheilagh Costello</p> <p>All officers to support</p>	TBC
<u>Slough Specific</u>	Health & Wellbeing Economy and Skills Regeneration & Environment	Link to SWW work plan; supporting partnership	Attend meetings and help facilitate work detailed in work plan	Bill Campbell	Ongoing
Thames Valley H&S Group	Health & Wellbeing	Supporting partnership meeting attended.	Attend meetings and help facilitate work detailed in work plan	Ginny de Haan Bill Campbell	TBC
Slough Safety Advisory Group		Support SAG; attend meetings	Advise on Health and Safety issues for events in Slough.	Ginny de Haan	TBC

(SAG) Identification, with partners and other SBC teams, of key risks that impact specifically upon Slough	Economy and Skills Regeneration & Environment	Joint outcomes achieved Projects scoped to meet these evidenced needs.	Maintain links with partners and other SBC Teams to gain an awareness of changing/ emerging work/risk activities in Slough. Attendance at Berks H&S meetings	Bill Campbell All officers to support	
<u>Berkshire Health and Safety Liaison Group</u>	Health & Wellbeing Economy and Skills Regeneration & Environment	Regional H&S Strategy Group. Jointly with Berkshire LAs and HSE.	Attend meetings and agree regional strategies. Keep up to date in developments in H&S delivery and changes in statutory requirements. Ensure that Slough BC is compliant.	Bill Campbell	Ongoing
Internal Procedures including Officer competency and QA		Review of all internal procedures annually Fully implemented QA	Review and implementation of procedures to ensure compliance with FSA Competency and Framework requirements, to monitor performance and support officers in a consistent approach.	All Officers	Ongoing

SLOUGH TRADING STANDARDS TEAM



Service Delivery Plan 2012/2013

Introduction

Slough Borough Council's Trading Standards Service has responsibility for the vast majority of consumer protection issues that arise in Slough.

As part of our duties we provide the following to the Slough community:-

- Advice and guidance to consumers and businesses based within the borough, in conjunction with Citizens Advice Consumer Service.
- Complaints handling – the department dealt with 1193 complaints from April 2011-March 2012. A reduction of 14.6% on the previous year.
- Working closely with our partner departments (e.g. Food & Safety Team, Environmental Health, Licensing Team, Community Safety Team, Drugs and Alcohol Team, etc.).
- Playing a major role in your health, safety and economic well being.

This Service Delivery Plan is provided as a means of keeping you informed of our plans and how we intend to achieve them, with the continued cooperation of our internal and external partners and stakeholders.

The work we have carried out and continue to carry out is achieved with the use of the following:-

- Prompt response to intelligence/complaints; triggering detailed investigations into consumer protection offences.
- Targeted project work.
- Participation in regional & national liaison groups.
- Risk based inspection programmes.
- Training and advice provided to both consumers and traders.
- Working with other organisations with similar priorities.
- Proportionate enforcement – with prosecution of offenders as a last resort (in line with our Enforcement Policy).

This plan is reviewed annually and we welcome your views, comments and suggestions on how it could be improved.

Please forward your views to :-

Ginny de Haan, Trading Standards Manager,

Tel. : 01753 477912 or e-mail : ginny.dehaan@slough.gov.uk

Or

Dean Cooke, Trading Standards Team Leader

Tel.: 01753 477911 or e-mail : dean.cooke@slough.gov.uk

Address :

**Slough Trading Standards, St Martin's Place,
51 Bath Road, Slough, SL1 3UF.**

Or visit our website at : <http://www.slough.gov.uk/tradingstandards>

The following pages provide more information on our achievements last year and our plans for the year ahead.

Proud to be Slough



Our Vision

The focus of work within the Trading Standards service is to ensure that the Council is able to fulfil its **statutory obligations** under the relevant legislation and that this is geared towards Sloughs specific community and business needs, based on local intelligence, our work with partners, the Sustainable Community Strategy (SCS) and the Joint Strategic Needs Assessment (JSNA) incorporating wherever possible the key themes of

- economy and skills
- health and wellbeing
- housing
- regeneration and environment
- safer communities

Our work also supports the two cross-cutting themes of the SCS; civic responsibility and promoting the image of the town.

One aim is to protect and enhance public health and wellbeing whilst supporting local businesses. We will achieve this through the attached Action Plan; this should be read in conjunction with our Enforcement Policy which aims to ensure a graduated approach to enforcement based on risk.



The Enforcement Policy reaffirms our commitment to carry out our duties in an open, fair and consistent manner. We recognise that most people want to comply with the law; therefore, we want to support and enable them to meet their legal obligations without unnecessary expense. Assessment of risk and the likelihood of reoccurrence are major factors in our enforcement decisions. Firm action, however will be taken, including prosecution, where appropriate.

The service plan sets out the actions we are taking to enhance and improve health, safety and wellbeing in Slough

The following pages detail our achievements last year and our plans for the year ahead.

Primary Authority Scheme

As part of the Sustainable Community Strategy (SCS) objective of supporting the town's economic prosperity, we have changed the way in which advice is provided to businesses with the establishment of Primary Authority Partnerships; this has brought many advantages to businesses in Slough.

**PRIMARY
AUTHORITY**

BRDO

Primary Authority (PA) is a statutory scheme under the Regulatory Enforcement and Sanctions Act 2008 for businesses that trade in more than one local authority area or trade from websites and is governed by the Better Regulation Delivery Office of the Department of Business, Innovation and Skills (BIS). PA comprises a legally binding contract between the Authority and the business to provide ongoing specialist advice on specific areas of regulation applicable to that business, such as health & safety, food safety, fair trading, product labelling and product safety. Our Officers are able to provide to companies trading across council boundaries with robust and reliable advice, provided through the creation of legal partnerships. The scheme also provides a safety net to ensure that local authorities are consistent in the way they regulate businesses.

Since the introduction of Primary Authority partnerships in Slough in April 2011 we have already secured the 24 successful PA partnership agreements with the following companies – 1 & Internet, Azko-Nobel [ICI, Black & Decker, Burger King, Citroen, Fiat, Food Partners, Garden Centre Group, Grosvenor Consumer Products, Group SEB, Herbalife, Horlicks, Jumbo Ltd, LG, Mars, Mars Drinks, Mitchell Group usa, Parking Control Management [PCM], Ragus Sugars, Reckitt-Benckiser, Rollover.com, Superdrug, Telefonica Uk Ltd [02] and Bluebird Sports Drinks Ltd. This service is uniquely provided by in house Environmental Health & Trading Standards professionally qualified officers.

This is one of the highest number per authority in the country and a remarkable achievement for Slough, reflecting the ongoing positive relationships we have with businesses in the town. Effective local regulation requires confidence and mutual trust. Slough businesses are able to rely upon our Regulatory advice received in the knowledge that it is expert opinion, applicable across the UK, and a secure basis for investment and operational decisions.



Cost recovery is an essential element of the contracts and applicable to Primary Authority businesses with an hourly charge for any work undertaken. Although this was only the start up year for the Scheme £56,000.00 costs were recovered during 2011/12 enabling the Council to support businesses in Slough and increase the availability of specialist officers. In that time 374 interactions with all our companies were successfully made; a high proportion of these were satisfied consumer complainants

As a Primary Authority we have already had communication with many other councils to ensure that inspection and enforcement action reflects the advice we have already given, and is proportionate. We are already working with the businesses to produce national inspection plans, and giving guidelines to other councils to avoid unnecessary checks and tests.

A further benefit this offers is a closer relationship with just one local authority and single point of contact for issues and queries, saving time and bringing greater clarity. Significantly under Primary Authority other regulators are unable to challenge the authority when actions are based on specific advice provided by us under Primary Authority. In addition we have already had examples where legal action has been avoided by our intervention.

The number of businesses joining in Primary Authority Partnerships with the Council continues to grow and this will have a profound impact upon how we deliver the service requiring a flexible approach to our management of resources.

More information on Primary Authority Partnerships can be found on the website <http://www.bis.gov.uk/brdo/primary-authority>

Businesses that would like to join the Scheme can either contact 01753 875255 or e mail primary.authority@slough.gov.uk

Age restricted sales

“Among 35 European countries, the UK has the third-highest proportion of 15 year olds who report having been drunk 10 times or more in the past year.”

(Drinkaware statistics 2012)

- Under age sales enforcement, protects children from harmful items and substances and is a vital feed into the ‘Health & Wellbeing’ and ‘Safer Communities’ priorities of the SCS.

- **Awareness Plays in Schools** – enquiries have been made to local schools to allow performances of “Last Orders” (alcohol awareness play – provided by Solomon Theatre Group) One performance has been booked, with further to follow.



- **FREE Proof of Age Cards** are provided to 16yr olds at all of Slough’s 11 schools - 1163 x cards were issued in 2011/12.
- **Trader Information Packs** were distributed to local businesses; providing information on the law on age restricted products, along with advice on due diligence and further information/documents to assist staff training on under age sales matters.
- **Licensing Reviews** have been used for all traders failing a test purchase – this can result in conditions on licence or even a complete revocation
- **Testing purchasing** is essential and establishes whether local businesses are complying with the law and not selling restricted goods to children.

Figures for 2011/12

- **Tobacco** — attempted purchases = 25 - sales = 3
- **Alcohol** – attempted purchases = 24 - sales = 4
- **Fireworks** – attempted purchases = 9 - sales = 0



Total Sales = 7 - from 58 attempted purchases.

This failure rate of 12%, remains unchanged from the previous year.

Criminal investigations into these matters have resulted in 2 x simple cautions against one of the businesses. All other matters are currently outstanding.

Tobacco control work

With the assistance of funding from the Department of Health, Trading Standards were able to continue vital work in the control of tobacco products in the borough; the funding comes as a direct result of our membership of Trading Standards South East (TSSE)

Work here covered enforcement on:-

- Illegal tobacco – seizures of smuggled and counterfeit tobacco
- Tobacco Vending machines – enforcement of the recent ban on 1st October 2011.
- Advice visits on the impending tobacco display ban.
- 27 premises were visited,
- 6 premises were found to have smuggled / counterfeit tobacco products
- Almost 200 items of illegal tobacco were seized.



Criminal investigations were carried out into these contraventions, resulting in the issue of 2 x written warnings, 3 x simple cautions and 2 x prosecutions (with fines totalling £1800.00).

This work is essential in dealing with the availability and demand of tobacco products, as well as contributing to smoking cessation initiatives and assisting in reducing cancer rates in the borough.

Illegal money lending and credit

Slough Borough Council work with the TSSE illegal money lending team (put together to investigate suspect loan sharks in the region) as part of the Borough's 'Safer Communities' & 'Health & Wellbeing' priorities.

- Loan Sharks have a considerable negative impact on the economic
- Wellbeing of communities and individuals who are affected
- Illegal money lenders flourish in austere times and it is imperative that mechanisms are in place to deal with issues as soon as they arise.
- Solutions can include the setting up of credit unions; to give consumers an alternative source of credit.

- Short term loan agreements can offer varying APR (Annual Percentage Rate) rates - further research is planned, by Slough Trading Standards, to find out what options are open to consumers looking to get credit for low amounts over a limited period.

The department has also carried out credit licence checks (27 in total over the year) on behalf of the Office of Fair Trading, in order to establish that businesses applying for credit licences are suitable to hold one.

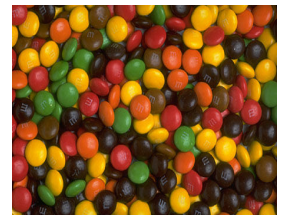
Food Standards – Food composition & Food labelling

Trading Standards carried out 100% of their high risk routine Food Standards Inspections this year, in addition to other food standards enforcement visits.

- A total of 84 x Food Standards visits were carried out this year.

Further work in Food Standards include:-

- Assistance to local businesses; including labelling advice to new food businesses,
- Primary Authority work with more established companies in the borough (e.g. Mars (UK) Ltd, Horlicks, Jumbo Ltd, Food Partners, Ragus Sugar, Burger King, etc.)
- Food sampling projects, in various different areas, in conjunction with the TSSE group, including projects on :-
 - **Artificial Colours in Food** – regarding the use of restricted colours in food.
 - **Traceability of eggs** - and the law surrounding their sale.
 - **Nutritional Claims Project** – searching websites for misleading claims on food.
 - **Imported Food project**– on the correct labelling & composition of food imported from outside the EU.
- Assisting our 'in-house' Nutritional Advisor to compile further data on Primary and Secondary school children's lunchbox foods.



Rogue Traders and Doorstep Sales

The Trading Standards doorstep sales response team are constantly on hand to assist residents with any issues that they have with rogue traders that carry out work and then charge extortionate amounts for their services.

- Residents can be quoted one price and then the cost increases as the job progresses.
- Rogue traders tend to target elderly or vulnerable people, who may be easier to manipulate or intimidate.
- Some cases have reported victims being driven to banks/building societies to draw out large sums of cash to pay these traders.
- Trading Standards usually hear of the problem after it has happened and after the trader has left; usually leaving little trace of their whereabouts.
- This year, however, Trading Standards were able to stop a job while it was happening; saving the resident £1800.00.
- The team work closely with Social Services Safeguarding Team; providing advice and guidance to vulnerable adults.



- A “**Rogue Trader Day**” was carried out in July 2011, with the assistance of Thames Valley Police and the Slough Borough Council Community Wardens.
- Visits were made to premises where building work was being carried out; to establish that these traders were providing proper paperwork and good quality work.
- Further presentations to elderly and vulnerable groups were made this year to the “**Older Peoples Forum**”, the “**Carers Rights Day**” and the “**Age Concern AGM**”.

Education

Education is vital for consumers, in order for them to make informed choices when purchasing and to prevent them being ripped off.



During the year, Slough Trading Standards, provided the following training:-

- **Trickster/Scambusters** - 2 x performances of an awareness play for Age Concern; warning of the dangers of rogue and scam traders.
- **Nutritional labelling workshops** – 3 x food awareness teaching sessions to schools in the Borough (Khalsa School, Westgate School and Slough & Eton School); raising awareness of how to read food labels and find out how much fat and sugar is present in certain foods.
 - Most of the workshops were provided for Year 6 children and involved joint working with NHS Trust Obesity Strategy group.



- **Trader Packs and Newsletters** are also provided to local businesses, to give advice on compliance with the law.

Publicity

With the varied remit of enforcement that Trading Standards cover, it is essential that this is publicised to inform people of the work we do.



- Press releases are published to advise of results that we have achieved or to provide warnings to the public of issues that have arisen.
- Examples include advice on :-
 - Council Tax & Digital Switchover scams,
 - Warnings on fake champagne
 - Illegal fireworks,
 -along with results on recent legal cases.
- A total of 17 press releases have been issued this year.
- The department also give regular interviews to local radio stations
- Officers in the team have also appeared live on the “Anne Diamond Show” on BBC Radio Berkshire; providing advice on areas such as car clamping and bogus charity collections.

Product safety

Trading Standards enforce safety legislation on a variety of different products; e.g. toys, cosmetics, electrical and gas appliances, nightwear clothing, etc. where there are specific UK or EU regulations

- Safety checks at **Enhanced Remote Transport Sheds (ERTS)** have been carried out part of a regional TSSE Safety Project.
- The ERTS are customs bonded warehouses where imported goods are stored prior to their dispatch to the rest of the UK.
- There are 20 x 'ERTS' in the Slough Borough that deal with safety related products.
- In June 2011, over 40 cases of unsafe lip gloss (posing a potential choking hazard to small children) were seized These items were signed over by the importers and dispatched for secure destruction.
- Safety product recalls have also been carried out as part of our work with local **Primary Authority** companies.



Animal Health

Trading Standards carry out inspections for Animal Health, Animal Welfare, Feeding Stuffs, Fertilisers and Animal by products, including:-

- **Inspections on livestock & other animals** (e.g. sheep, goats, chickens, pigs, horses, cattle, etc.), to provide welfare enforcement and advice.
- **Checks on animal feeds and fertilisers**; as food safety can be affected by what is fed to an animal or by the soil that food is grown in.
- **Animal By-Products** (e.g. butchers waste, retail raw meat waste, animal carcasses, etc.) - to ensure that certain raw meat waste is disposed of correctly and doesn't go to landfill sites.
- We work with our colleagues in the Royal Borough of Windsor & Maidenhead and Bracknell Forest (for livestock inspections) and with the City of London Animal Health team (in relation to inspections of the local Horse Fair in Langley).



- Over the year, inspectors made 10 x unannounced inspections of the **Langley Horse Fair**, in Parlaunt Road; including monitoring for welfare issues and providing education on legal requirements for the traders visiting the site.
- The Horse Fair operates every Wednesday and with additional Sundays in March/April, July, October and November.
- We continue to liaise with representatives from the **RSPCA, World Horse Welfare** and the **British Horse Society**.
- Animal diseases are always a threat. The **Slough Notifiable Animal Disease Contingency Plan** is updated constantly and regular liaison with our Emergency Planning section is paramount.

Counterfeit goods –

Counterfeit goods can be dangerous, as well as result in the economic detriment of the purchaser. Much of the money from counterfeit & illicit smuggled trade can go to fund people trafficking, prostitution and other organised crime activities.

Seizures made around Slough this year include,

- Counterfeit **wine & spirits** (113 bottles)
- Counterfeit **computer accessories** (1850 items seized).
- Counterfeit **DVD's** (over 5000) from 2 addresses in November 2011
- In addition to almost 200 items of illegal / counterfeit **tobacco products**.
- Criminal investigations into these matters are ongoing.



In advance of the **2012 Olympics**, liaison with LOCOG (The London Organising Committee of the Olympic and Paralympic Games) and HMRC Border Control is also vital regarding the potential flow of counterfeit goods via Heathrow.

Control of explosives and poisons

Fireworks

- 31 explosives licences were issued for local traders this Autumn.
- All premises were inspected under the **Health & Safety at Work Act 1974**, to establish safe storage and sale of explosives .
- The majority of traders were compliant,
- Some contraventions have warranted further investigation.
- Under age test purchasing for fireworks was carried out once again in early November 2011. No sales were made.
- Further investigation is currently in process following a sale of fireworks outside of the allocated 2011 time period of 15th October – 10th November.



Poisons



- Poisons Licence visits have been carried out to assess products that are restricted under the Poisons Act 1972.
- Several visits have flagged up areas where traders are stocking products such as caustic soda, kettle descalers, weed killer (classified as a poisons under the Act) without holding the necessary authorisation.

Weights and Measures

- As well as looking at the products that are sold, Trading Standards Officers also check the accuracy of the equipment and measures that are used to sell them.

- Checks are carried out at petrol pumps, spirit measures, supermarket scales, vehicle weighbridges and other equipment which is deemed to be the 'final determination of the quantity' of products being sold.
- Slough's team of Inspectors of Weights & Measures provide advice to local businesses packing by weight or volume, to make sure that their systems are robust and durable; ensuring that consumers can have confidence in the purchases that they make.
- This year, inspectors carried out checks on butchers scales around the borough, to test their accuracy.
- Out of 32 premises tested, 16% scales were found to be unsatisfactory.
- Traders were provided with notices to rectify these problems.



Buy with Confidence/ Support with Confidence

Our approved trader scheme began operating in 2006, registering business fields as estate agents, landscape gardeners to financial advisors. We continue to audit traders on our register.

- BWC is an initiative run by TSSE and soon to be a national scheme.
- Over 3500 registered businesses nationally and many more being approved.
- In Slough, registration for businesses costs £25.00 for the coming year.
- Anybody who wishes to sign up for Buy With Confidence should contact 01753 875255 or buywithconfidence@slough.gov.uk
- If you are looking to find an approved trader, further details can be found at www.buywithconfidence.gov.uk



Slough's Buy With Confidence team are currently in discussion with the council's Social Services Department, with the aim of implementing a similar scheme for social care services, called Support With Confidence. We are hoping that this comes to fruition in the coming year.

Road Traffic Checks – overloaded & dangerous vehicles

Trading Standards carry out checks (with Thames Valley Police) on the weight of commercial vehicles; from small transits vans to large articulated lorries.

Overloaded road vehicles can contribute to

- Excessive noise,
- Increased air pollution,
- Road damage
- Vehicle accidents.
- Steering and braking problems

An overloaded vehicle could potentially endanger other road users and constitutes as 'dangerous driving'. As a result prosecutions brought by this department resulted some defendants receiving penalty points on their driving licences (15 pts in total).



in

5 x prosecutions (totally £4270.00 in fines and £1135.00 in costs) have been taken in this area; with 1 x Simple Caution and 2 x Written Warnings also being issued.

Targeted project work

Further to the aforementioned Food Standards project work, Slough Trading Standards carried out the following project work :-



- **Weighbridge testing** - testing of vehicle weighing equipment to establish their accuracy.
- **KIT (Kettles, Irons, Toasters) & Electric Blanket Testing** - safety testing to make sure that residents' electrical equipment is safe.
 - 2 x events on the 31st October 2011 & 16th December 2011 resulted in a 45% failure rate.
- **Teeth Whitening** – checking safety of imported teeth whitening products
- **Energy Performance Certificates (EPCs)** work planned for the new year, to ensure that properties marketed in the borough carry an EPC.
- Research into non-EU based companies using 'UK Mailbox' type addresses, giving the impression of a UK base.



Olympics 2012

Slough will experience a dramatic increase in the number of visitors on route to the Dorney 2012 Events and in the number of people staying in accommodation within the town. There will be a corresponding increase in demand upon businesses such as hotels, shops, restaurants, public houses and taxis, creating opportunities for rapid spread of communicable disease and placing a strain on the safety of the food supplies.

It is the role of the Public Protection Teams to ensure that these negative impacts are controlled and that the Councils regulatory responsibilities are met. Our objectives are;



- To ensure that Slough remains a safe place for both residents and visitors, whilst supporting legitimate local businesses to trade fairly prior to and during the 2012 Games, without experiencing undue burdens.
- Protection of Slough from reputational risk as a result of uncontrolled/unmanaged hazards.
- To outline delivery protocols for a joint operations team based upon the anticipated demands/risks and the expectation of our partners including the ODA and LOCOG.
- Identification of operational priorities during three phases;
 - Pre- games proactive preparation
 - Games time operation
 - Post games recovery.

Complaints and enquiries

For the last year, the first point of call for consumers requiring advice has been Consumer Direct on 08454 040506.

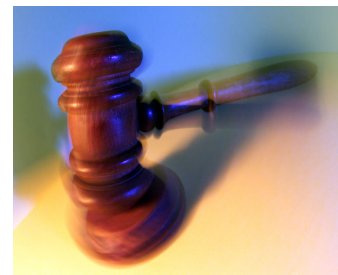
- From the 1st April 2012, this work has been transferred over to Citizen's Advice, with their new service Citizen's Advice Consumer Service (CACS).
- Complaints and enquiries for 2011-12, received via Consumer Direct were 4116; a slight increase (from last years 3946) of 170 or 4.3%.
- Complaints requiring action fell from 1397 to 1193; a reduction of 204 or 14.6%.
- We have also received a total of 168 service requests for companies for whom we act as Primary Authority (PA).
- As this is the first year of PA operation, we have no previous figures to compare this to.



Enforcement Action:

Trading Standards have a comprehensive set of measures in place to protect consumers and promote business in the area.

- Any enforcement action taken will be graduated and proportionate; in line with Slough Borough Council's Enforcement Policy.
- A full copy of the policy can be found on our website:- <http://www.slough.gov.uk>
- A summary of our enforcement work for the year can be found in Appendix A.



Further to the usual enforcement approach, one enforcement problem was addressed from a different and, in this case, more effective angle.

- On the 23rd December 2011, Trading Standards obtained an **Enforcement Order** from Reading County Court, under the **Enterprise Act 2002**
- To prevent 'aggressive practices' being used by a car clamping company operating at Harrow Market, Langley.
- The Order prohibits the use of such practices as :-
 - **clamping vehicles while the driver is still in the car**
 - **blocking in vehicles to enable clamping to take place.**
- Failure by the firm to comply with the order, could result in 'Contempt of Court' proceedings (which could result in fines, imprisonment and/or seizure of assets).



Variation from the service plan

Departures from this service will be exceptional, capable of justification and be fully considered by the Trading Standards Manager, Ginny de Haan, before varying action is taken. Reasons for any departure will be fully documented.

Striving for Excellence

Service Standards

Providing excellent customer service is one of our key priorities. In order to achieve this we will always:

- Be polite, friendly and offer a helpful service.
- Take time to listen and explain things.
- Provide accurate information and advice in a clear straightforward way.
- Deal with enquiries immediately, but if this is not possible, explain why.
- Provide you with any other contact details that you may need.
- Keep you informed of the progress and outcome of any investigations.
- Treat you fairly and with respect.



Customer Pledge

- We aim to provide every customer with a quality service and will seek feedback from you to help further improve the quality of the services we provide.
- The Trading Standards Manager, Ginny de Haan, will contact you personally if you are unhappy with the service received.
- In addition, we have introduced the following standards against which we will monitor the responsiveness of our service, namely :

Customer feedback:-

- Our quality assurance procedures assess the work of our officers to ensure that the service meets the high standards that is expected.
- Our commitment to working with local businesses and the local community enables us to improve levels of satisfaction
- In addition to supporting economic growth and continually striving to provide a fair, consistent and quality service.
- We aim to enhance the quality of life of residents within the borough, making Slough a safe environment to live, where service users can access advice and making healthy informed choices.



- Last year (2010-2011) we experienced a reduction in customer satisfaction feedback to 66.67%.
- This year (2011-2012) the figure has significantly improved and has increased to 92.5% satisfied with the service; an increase of 25.8%.
- All feedback received is used to enhance and

improve our service and to prioritise our resources in the most effective way.

Resourcing :-

Slough Trading Standards employ 9 staff; 5 of which are part time staff (effectively 6.5 FTE's). The overall cost of the service for 2012/13 will be £ 368,000.

Officers sit on regional and national professional liaison groups, to enable sharing of good practice and consistency across the service (e.g. Food Standards, Fair Trading, Under Age Sales, Metrology, Safety, Law and Evidence, etc. We are also active members of TSSE.

Staff development:-

All staff have regular 1 to 1's and Appraisals with their team leader and/or service manager. Where necessary, officers attend various training events during the year, to maintain their 'Continuous Personal & Professional Development', in addition to learning about changes in legislation and enforcement practices.

- **Mike Hembry** has recently qualified as SBC's first "Trading Standards Professional" (TSP), a new initiative within the service. Mike is currently one of only 50 TSP's in the UK.
- **Russell Clarke** has passed further modules in his DCATS qualification.
- **Dean Cooke** also obtained the 'Strategic Management in Local Government' qualification, following his appointment as the Interim Team Leader from July 2011.

Benchmarking:-

Angela Satterly has been trained as a 'Peer Challenger' and is now able to carry out Peer Reviews throughout the UK. This is useful for the team, as we are able to assess our performance beforehand and prepare for audits and peer reviews in the future.

Looking to the future and the challenges ahead:-

The current economic climate is continuing to create challenges in the Slough community and many traders are struggling to make ends meet. The department is committed to assisting business find solutions to their legal compliance in the most cost effective way possible. However, those that turn to criminal activity to make money will face strict enforcement action.

In addition, the transition of the new Citizens Advice Consumer Service takes effect from the 1st April 2012 (taking over from Consumer Direct). The department has provided full support to the new organisation, but are conscious that some 'teething problems' may present challenges to the service. We will continue to work together with Citizen's Advice to help to iron out any difficulties to ensure that Slough residents continue to receive a highly responsive service.

APPENDIX A – PROSECUTION RESULTS 2011/12

Company/Individual	Offence	Defendant Number	Fine	Costs	Additional Penalty
Metro Food & Wine	Counterfeit champagne	(1) (2)	£ 200.00 Conditional Discharge (12 mnths)	£ 125.00 £ 125.00	
A1 Food & Wine	Counterfeit champagne	(1)	Conditional Discharge	£ 3004.46	
Harshini Food & Wine	Under age sale- Alcohol	(1)	£ 420.00	£ 170.00	
Slough Off Licence	Under age sale- Alcohol	(1) (2)	£ 400.00 £ 400.00	£ 200.00 £ 200.00	
Mr Robert Hunt	Overloaded vehicle	(1)	£ 0.00	£ 500.00	6pts on driving licence
IPS Fencing	Overloaded vehicle	(1) (2)	£ 100.00 £ 240.00	£ 200.00 £ 200.00	3pts on driving licence 3pts on driving licence
Mr Ahsan Shazad	Overloaded vehicle	(1)	£ 500.00	£ 0.00	3pts on driving licence
Roshni Food & Wine	Illegal Tobacco possession	(1)	£ 600.00	£ 750.00	
Euro Food & Wine	Illegal Tobacco possession	(1)	£1200.00	£ 747.08	
Harshini Food & Wine	Counterfeit	(1)	£1000.00	£ 640.00	
Mohayodeen Limited	Misdescribed Hajj Pilgrimage package	(1)	£ 0.00	£ 8000.00	Compensation orders to all complainants at £500.00 each x 7
Alpine Foods Ltd	Overloaded vehicle	(1) (2)	£ 210.00 £3000.00	£ 0.00 £ 150.00	
Mobile Jetwasher	Overloaded vehicle	(1)	£ 220.00	£ 85.00	
Sunview Home Improvements Ltd	False FENSA certification on windows	(1) (2)	£1000.00 Conditional discharge	£ 1850.00 £ 0.00	
		TOTAL	£9490.00	£16946.54	

Further to the above prosecutions, the department has also issued additional enforcement actions :-

Simple Cautions accepted for the following :-

3 x for under age sales of alcohol
1 x for an overloaded vehicle
3 x for possession of illegal tobacco products
2 x for possession of unhallmarked gold
1 x for misdescribed vehicle

Total Simple cautions = 10

Written warnings issued for :-

2 x for overloaded vehicles
2 x for possession of illegal tobacco
1 x for possession of unhallmarked gold
1 x for possession of counterfeit alcohol

Total No. of Written Warnings = 6

TRADING STANDARDS ACTION PLAN FOR 2012/13

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
<p>2012 Olympics</p> <p>Council Wide Operations</p>	<p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Refer to separate 2012 Action Plans and Olympic Response Team Operations Plan</p> <p>Reports on potential impact/resources to go to to SBC 2012 Project board and Exec Group</p> <p>Liaison with other Public Protection managers via PPM Meetings Continuation of interventions started in Q4 (2011/12)</p>	<p>Refer to separate 2012 Action Plans and Olympic Response Team Operations Plan</p> <p>Identification of and response to of;</p> <ul style="list-style-type: none"> • potential impacts/demands for Food Service; • unmet resource demands • planning and co-ordination between other LAs in area <p>Attendance at relevant regional multi agency and specialist meetings</p> <p>Delivery of specific action plans to proactively manage impacts and</p>	<p>Ginny de Haan</p> <p>All PP Managers and their Teams</p> <p>Trading Standards Team Leader</p> <p>Food and Safety Team Leader</p>	<p>Quarterly Review</p> <p>Monthly reporting via Public Protection managers</p> <p>Sept 2013</p>
<p>Primary Authority</p> <p>Regulatory Services Wide Project</p>	<p>Economy and Skills</p>	<p>Refer to separate Action Plan for Primary Authority</p> <p>Response times in line with Customer Charter and Pledge</p> <p>Feedback from PA businesses</p> <p>Hours of advice provided</p>	<p>Refer to separate Action Plan for Primary Authority</p> <p>Designated officers to work closely with Primary Authority businesses to:</p> <ul style="list-style-type: none"> • provide specific advice in relation to food and Food standards procedures and controls adopted by the company nationally • signed off as compliant with the relevant legislation those procedures and controls • handle referrals from other local authorities and central government bodies on behalf of that business <p>Document actions, decisions and time spent with the business on FLARE</p>	<p>Keith Eaglestone (PAM)</p> <p>Ginny de Haan</p> <p>Trading Standards Team Leader</p> <p>Food and Safety Team Leader</p> <p>All Officers</p>	<p>Ongoing</p> <p>Monthly Reports on hours and income generation</p> <p>Quarterly Review</p>

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
Underage Sales	<p>Safer Communities</p> <p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Link to</p> <p>Protecting young people</p> <ul style="list-style-type: none"> - Number of interventions - Reduction in sales to young people - Increase in awareness - Reduction in Underage Smokers/drinkers 	<p>Test purchasing of age restricted products</p> <p>Alcohol, tobacco, knives, fireworks, etc</p> <p>Trader training seminars and packs</p> <p>Proof of age cards</p> <p>Awareness plays in schools.</p> <p>Creation of local baseline data to measure extent of local situation and improvements achieved</p> <p>(Link with CAP if resources are available)</p> <p>Key links maintained with Smoking Cessation, Tobacco Control and Smoke Free and associated PH interventions for young people</p>	<p>Fakhra Zaman</p> <p>Lina Johnson</p> <p>Lina Johnson</p> <p>Dean Cooke & Ginny de Haan</p> <p>SBC and External partners</p>	<p>Quarterly Monitoring</p> <p>Specific project dates to be agreed</p>
Counterfeit and illicit trade	<p>Safer Communities</p> <p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Increased awareness amongst traders and public</p> <p>Number of actions taken</p>	<p>Investigation and seizure of counterfeit and illicit products being sold in the borough (e.g. alcohol, tobacco, DVDs, clothing and other branded items); which is likely to increase due to the impending London 2012 Olympics & Paralympics.</p> <p>Bid Submitted to FSA for funds to carry out targeted interventions on alcohol pre Olympics</p>	<p>Dean Cooke</p> <p>All officers to support</p> <p>Peter Adshead</p>	<p>Quarterly Monitoring</p> <p>Specific project dates to be agreed</p>

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
<p>Interventions to tackle rogue traders, unfair, illegal and unsafe trading practices.</p> <p>Protection for the Elderly and Vulnerable</p>	<p>Safer Communities</p> <p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>25% increase in the number of Buy With Confidence Businesses in Slough Borough Council</p> <p>Development of Support with Confidence in line with Social services</p> <p>To organise 2 educational presentations to Age Concern groups on the dangers of doorstep crime.</p>	<p>BBC Radio Berkshire Interviews</p> <p>Continue to promote service provision in this area</p> <p>Buy With Confidence</p> <p>Support with Confidence</p> <p>Safe Place</p>	<p>Russell Clarke</p> <p>Dean Cooke</p> <p>Angela Satterly</p> <p>Fakhra Zaman</p>	<p>Quarterly Monitoring</p> <p>Ongoing</p> <p>March 2013</p>
<p>Animal Health - Contingency Plans and Inspect horse/livestock dealers to bring into compliance.</p>		<p>To ensure that all relevant plans & procedures are updated during December 2012</p> <p>To inspect & advise horse and dealers to bring them into compliance at Langley Horse Fair and livestock dealers at medium risk premises.</p>	<p>Maintain contact with DEFRA to update Emergency plans as directed and actively engage in all contingency plan exercises carried out either internally or externally..</p> <p>Quarterly monitoring to ensure that all AMLS and AMES data inputting are completed within targets set.</p>	<p>Dean Cooke</p>	<p>Annual review</p> <p>December 2012</p> <p>March 2013</p>
<p>Intelligence led test purchasing, inspections and projects to protect consumers from potentially dangerous product/substances</p>		<p>To ensure that products which may pose a risk to consumers are prevented from entering the retail market place.</p> <p>Visiting 100% the number of ERTS distribution centres in Slough.</p>	<p>Ongoing participation in the national "Ports project" and taking samples of suspicious products.</p> <p>Quarterly Monitoring</p> <p>Enforcement action taken in line with Enforcement Policy</p>	<p>Russell Clarke</p>	<p>March 2013</p>

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
To work with the 19 other trading standards authorities in the South East and local communities for a safe and fair trading environment to maximise local accountability.	<p>Safer Communities</p> <p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Improved enhanced consumer protection and training opportunities by partnership working through the various TSSE specialist groups.</p> <p>completion of regional projects that are relevant to Slough</p>	<p>Support TESSEL Focus Groups and regional training etc</p> <p>Benefit from TESSEL joint bids where appropriate</p>	<p>Ginny De Haan</p> <p>All officers to support</p>	<p>March 2013</p>
Tobacco Control	Health & Wellbeing	<p>Improved level of compliance and reduce under age sales of tobacco to less than 5%.</p> <p>To help to contribute to cancer reduction.</p>	<p>Programme of initiatives involving test purchasing, educational seminars for the trade, educational leaflets and focused inspections</p> <p>Quarterly Monitoring</p> <p><u>Key links maintained with Smoking Cessation, Tobacco Control and Smoke Free and associated PH interventions for young people</u></p>	<p>Dean Cooke</p> <p>All Officers to support</p>	<p>March 2013</p>
On-going investigations and prosecutions	<p>Safer Communities</p> <p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>Work in line with Enforcement policy, CPS Guide for Crown Prosecutors and the Regulators Compliance Code.</p> <p>Adhere to time scales for prosecution file submission</p>	<p>Allocation of resources to adequately respond to serious incidents to comply with statutory enforcement obligations</p> <p>Review use of Simple Cautions and Licence Reviews</p>	<p>All officers</p>	<p>On going</p> <p>Assess during 1:1 meetings and Case Reviews</p>
Internal Procedures including Officer competency and QA		<p>Review of all internal procedures annually Fully implemented QA</p>	<p>Review and implementation of procedures to ensure compliance with FSA Competency and Framework requirements, to monitor performance and support officers in a consistent approach.</p>	<p>Dean Cooke</p>	<p>31 March 2013</p>

Service Activity	Priority	Targets and anticipated Outcomes	Key Actions	Responsible Officer	Completion Date
<p>To enable consumers to make informed healthy lifestyle choices of food by enforcement of food standards legislation</p>		<p>To ensure that 100% of high risk and 50% of medium risk food businesses are inspected,</p> <p>To ensure that all targeted sampling projects for compliance with a wide range of compositional standards, accurate labelling, nutrition information, additives etc are completed with follow up enforcement if required</p>	<p>Undertake inspection programmes to focus on risk and local needs.</p> <p>Participation in National and county wide sampling programmes including:</p> <p>Tracing from retail establishments to confirm whether organic / free range claims are accurate.</p> <p>Checking nutrition and health claims are in accordance with the legislation. Protocol to ensure that information is gathered from different business types and sizes.</p> <p>Analyse curries/ Chinese meals/ kebabs to check whether the meat content fit the description.</p> <p>To undertake the Food Standards Agency imported food sampling based on local priorities</p>	<p>Peter Adshead Angela Satterly</p>	<p>March 2013 Quarterly review</p>
<p>To continue to working collaboratively with other agencies in seeking out and apprehending rogue traders</p>		<p>To support relative initiatives with other enforcement agencies by:</p> <p>The delivery of a strong enforcement message to potential suspects coupled with a robust prosecution of offenders</p> <p>Raise public awareness of doorstep crime and provide reassurance thereby reducing the fear of crime</p>	<p>Co-ordinate the necessary resources to support the service activity</p> <p>Promote partnership working</p> <p>Develop intelligence in respect of known suspects and to identify intelligence gaps</p>	<p>Jaspal Singh</p>	<p>March 2013</p>

		Raise awareness of doorstep crime and its impact on the victims amongst respective agencies			
<p>Road Traffic checks</p> <p>To check weighbridge accuracy and the impact errors have on the environment, cost to businesses and local authorities</p>	<p>Health & Wellbeing</p> <p>Economy and Skills</p>	<p>The number of over weight vehicles identifies</p> <p>Testing 100% of all weighbridges in the borough</p> <p>This project will seek to minimise the economic and environmental adverse impacts by ensuring that the weighbridges are accurate.</p>	<p>Partnership working with the TVP on reducing the number of over weight vehicles</p> <p>Evaluate all weighbridges by examination of the Certificate of Accuracy in association with other authorities and to collate results for regional and local analysis.</p>	<p>Peter Adshead</p>	<p>March 2013</p>

Introduction

Basis for an agreed syllabus for Religious Education (RE)

The agreed syllabus should satisfy two key requirements:

- the law (as set out in the Education Act 1996)
- the aims of RE as defined by the local Agreed Syllabus Conference

The Legal Requirement

The Education Act (1996) requires that:

- RE should be taught to all pupils in full time education in schools except for those withdrawn at the request of their parents (details to be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30).
- RE in community schools and foundation schools not of a religious character should be taught in accordance with the locally agreed syllabus recommended by the Agreed Syllabus Conference to the Local Authority. In schools with a religious foundation, the RE curriculum offered is to be determined by the governing body in accordance with the trust deed. The governing body may recommend that the school follows the Local Authority's agreed syllabus.
- As part of the curriculum, RE should promote the 'spiritual, moral, social, cultural, mental and physical development of pupils'.
- An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)
- The Education Act (1944) requires that an agreed syllabus 'shall not include any catechism or formulary which is distinctive of any particular religious denomination' (The Education Act 1944 section 26(2)). This is understood to mean that an agreed syllabus should not be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- It is the responsibility of the Headteacher and the governing body to ensure that sufficient time and resources are given to RE in schools to meet the statutory requirements. It is important to note that the status of RE in Key Stage 4 and post 16 is not the same as most other subjects. Here, as well as in the other key stages, it is a compulsory subject for all pupils who have not been withdrawn by their parents.

Time for RE

Although time can be allocated to RE creatively and flexibly over terms and the subject might be planned in combination with other subjects, this agreed syllabus has been based on the expectation that the following hours be devoted to RE:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year
- Key Stage 3: 45 hours per year
- Key Stage 4: 40 hours per year

Withdrawal from RE

The right of parents to withdraw their children from religious instruction on conscience grounds was included in the Education Act of 1944. All subsequent legislation has retained the clause that allows parents to withdraw their children from all or any part of RE. It also protects teachers' right to withdraw from teaching the subject. Since 1944 the nature of RE has changed significantly from the nurture of children in a faith tradition to an open and educational enquiry. It is hoped that parents and teachers will feel comfortable with the nature and areas of learning found in this syllabus and that, as a consequence, few will feel the need to withdraw either their children or themselves from the subject.

However, every school should provide parents with information about the right of withdrawal (Further details can be found in DCSF publication: RE in English schools: Non-statutory guidance 2010, p27-30)<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00114-2010&>)

The aims of RE

RE should help pupils to:

Learn about religion by

- acquiring and developing knowledge and understanding of Christianity and other principal religions represented in Great Britain
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Learn from religion by

- developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them
 - responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
 - reflecting on their own beliefs, values and experiences in the light of their study.

These aims are achieved through a focus on two key aspects of RE as below:

- **Learning about religion** includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion and its impact on the lives of believers.
- **Learning from religion** is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.

The importance of RE

- RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- RE develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these.

- RE enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- RE offers opportunities for personal reflection and spiritual development.
- RE encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- RE challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- RE encourages pupils to develop their sense of identity and belonging.
- RE enables pupils to flourish individually within their communities and as citizens in a pluralistic society and global community.
- RE has an important role in preparing pupils for adult life, employment and lifelong learning.
- RE enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- RE promotes discernment and enables pupils to combat prejudice.

How to use the key stage sections of this syllabus

The next sections of the syllabus outline the requirements for RE in each key stage. The structure of the syllabus draws very heavily on the Non-statutory National Framework for RE published by the Qualifications and Curriculum Authority (QCA) in 2004.

Foundation Stage

This section outlines the requirements for this stage and aspects of religions which should be explored, with examples provided from all six religious traditions included in this syllabus. Teachers should ensure they draw on the five aspects of religion but the examples are presented as suggestions only. There is no requirement to cover all the religions illustrated and other traditions may be included. Many of the content ideas are included in a table which illustrates how they might contribute to broader themes covered in this stage.

Key Stages 1-3

The Non-statutory National Framework for RE suggests that all pupils should have been introduced to the six religions deemed to be the principal faiths found in Great Britain by the end of Key Stage 3, having explored Christianity, as one of these faiths, in each key stage. This is the principle on which the previous locally agreed syllabus for RE was written. In line with existing practice, therefore, religions have been allocated to key stages as core areas of required study. Christianity is included as a core area of study in each key stage and each of the other five faiths is included once as a core area of study in Key Stages 1-3. Schools and teachers may choose to include study of non-core religions, over and above the required minimum number of religions in each key stage. To facilitate such an initiative, approaches to each of the six religions are outlined for each key stage in appendices A, B and C. The intention in providing this optional material is to ensure that pupils' engagement with religious traditions is appropriate to the key stage in which they are working.

The syllabus is structured around questions based on themes suggested for each key stage in the Non-statutory National Framework for RE (<http://www.mmiweb.org.uk/publications/re/NSNF.pdf>) Coverage is summarised in an overview of the questions for Key Stages 1-3. These have been grouped around three main strands of learning about religion: *believing*, *behaving* and *belonging*. For each key stage suggestions for a breakdown of questions, content and examples of attainment expectations are outlined. Teachers will need to ensure they cover each strand (*believing*, *behaving* and *belonging*) by addressing:

- all the key questions in a study of Christianity

- some of the questions for the other core religions (ie Judaism in Key Stage 1, Hinduism and Islam in Key Stage 2 and Buddhism and Sikhism in Key Stage 3)
- where schools choose to extend key questions to include the study of non-core religions, either the UK's principal religions or other faiths or secular belief systems deemed to be of interest in particular situations, teachers can select freely from the key and suggested questions.

Key Stage 4

All pupils are required to follow an externally accredited course of study for Religious Studies eg GCSE. Schools are encouraged to facilitate examination entry for as many students as possible but this is not a requirement of this syllabus.

Post-16

Suggestions for areas of study are provided. However, wherever possible, students should have the opportunity to follow a course, or modules, which lead to external accreditation. The recommended minimum time allocation for religious studies in this phase is six hours per year.

Using the syllabus to plan RE in schools

When planning RE units of work in school, several elements have to be taken into consideration.

There are two main strands to RE: learning about religion and learning from religion

Learning about religion: This syllabus sets out areas for exploration in terms of key questions interpreted in relation to each of the principal religions which represent the required minimum for an RE course in each key stage. These questions need to be 'chunked' into focused areas of exploration and may be combined to create coherent units of study. Questions have been grouped to illustrate how religions can be understood to be about not only what people believe but how these beliefs inform behaviour and shape people's sense of belonging and what they do to show this. This notion reflects the strands of *Learning about religion* within the level descriptions as set out in the grid on pages 20 and 21.

Learning from religion: It is important to say that learning from religion is not something to be tacked on to learning about religion. This aspect of RE is about pupils both

- interpreting their personal experiences in the light of their knowledge and understanding of religion. (This helps them in their attempts to make sense of life, themselves and issues of right and wrong)
- evaluating critically the truth claims made by religions and belief systems.

Professor Michael Grimmitt was the first person to articulate these ideas which he referred to as 'personal' and 'impersonal' ways of evaluating religious learning.

Level descriptors help teachers to plan RE that is appropriately challenging

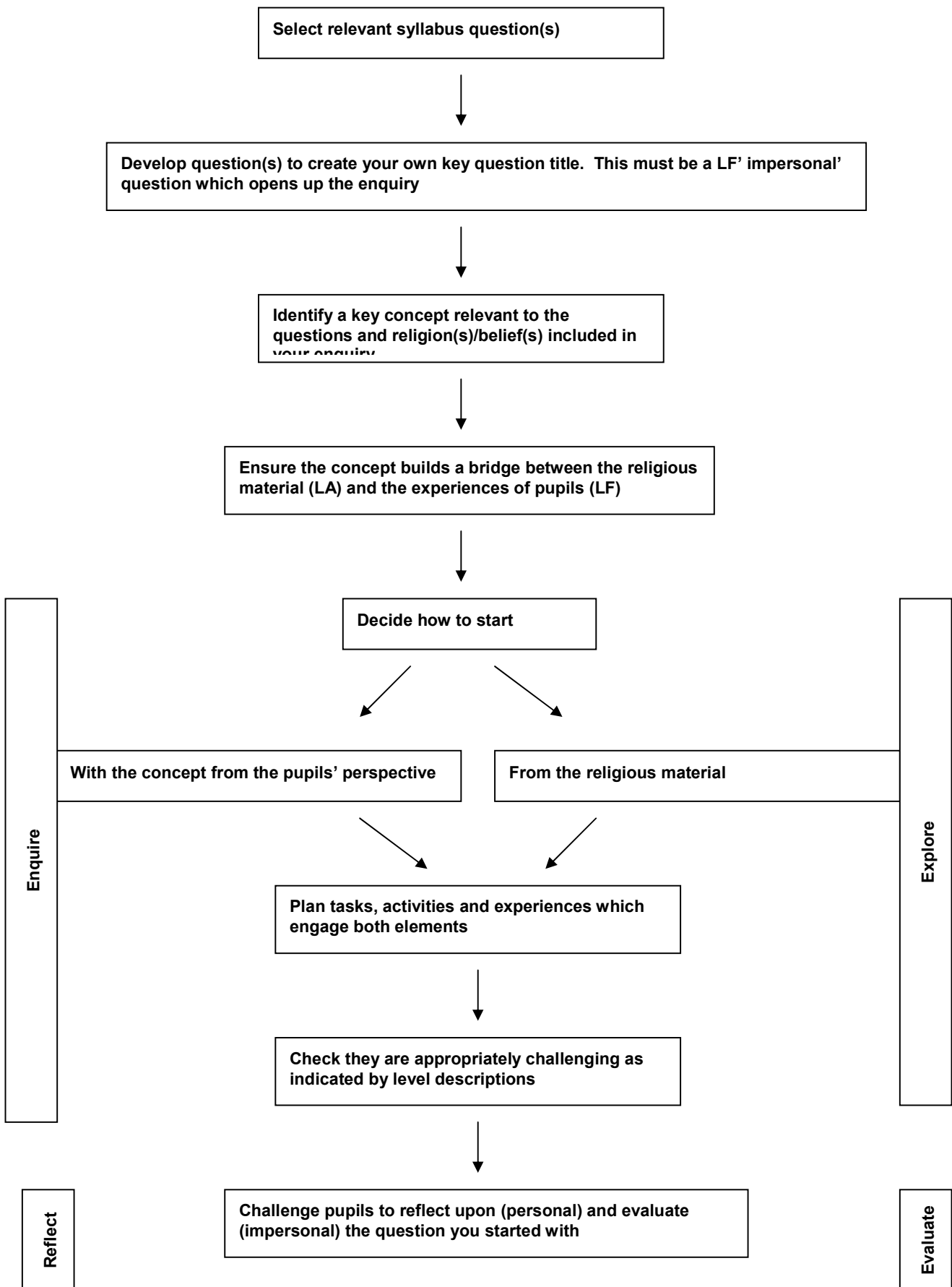
Using level descriptors to mark and assess pupils' work is relatively pointless unless teachers have given some consideration to them when devising tasks. Work set should invite/enable a range of performance relevant to the pupils being taught. In making suggestions about questions and content this syllabus is set out with examples of the levels of attainment that might be expected of pupils in Key Stages 1-3. These will need to be appropriately amended to match work planned in individual schools.

Planning units of study

Studying the beliefs of a religion without exploring how they are put into practice can be a challenging abstract endeavour. On the other hand, exploring how religious people live their lives without reference to their beliefs makes no sense. It makes planning a great deal easier, therefore, if schools see the questions about 'believing' as questions which run through every unit of work and give

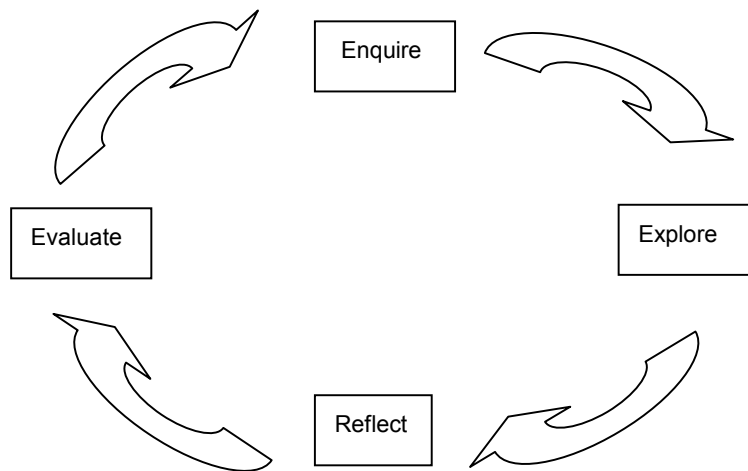
meaning to questions about 'behaving' and 'belonging'. Planning might start with questions about 'behaving' or 'belonging', grounding all enquiry in human experiences, whilst referencing all these experiences to beliefs which underpin lives of faith and belief.

The following flow chart is set out as the intended method of planning in response to this syllabus. It will ensure that pupils both learn about and from religion/beliefs in contexts that have relevance for them and at appropriately challenging levels of difficulty. In preparation, teachers will need the level descriptions and key questions for their key stage to hand.



Learning in RE

Alongside the suggested planning process, this syllabus recommends the use of the following approach to learning:



Version 1

- Enquire into the religious material chosen for study and sharing initial thoughts and questions about it and relevant key concept(s). Unpack meanings and applications of the key concept(s) in relation to the religious material.
- Explore the question(s) and concept(s) to the experiences, understandings and responses of members of the religious tradition(s) being studied and consider whether others might have different understandings, experiences, interpretations.
- Reflect on the relevance and importance of the question(s) and concept(s) to pupils in relation to their own experiences and understandings.
- Evaluate the significance of the concept(s), question(s), truth claim(s) explored for religious believers; develop and articulate opinions about the value of them to religious believers; compare with the value and relevance to themselves.

Version 2

- Enquire into pupils' experiences and understandings of and responses to a key concept which has relevance in the lives of pupils and will also be central to the focus on religious material later. Unpack the meaning and significance of the concept and questions; how do they apply to the lives of pupils?
- Explore the concept to the religious material to be studied – significance, understandings and interpretations.
- Reflect on what has been learned from the religious material and its relevance to pupils.
- Evaluate the significance of the concept(s), question(s) and truth claim(s) explored for religious believers; develop and articulate opinions about the value of the concepts to religious believers; compare with the value and relevance to themselves.

Consider how this process might look in relation to specific topics and how the focus on both strands of RE can help to fulfil Michael Grimmit's aspirations for pupils' learning and personal development.

Key Stage 1 topic: Christmas

Question title: Is it important to celebrate the birth of Jesus? (Belonging and believing)

Key concept: Celebration. This will work as a bridging concept because all pupils have experiences of celebration.

Starting where the pupils are: what does it mean to celebrate? Do you like celebrations? What do you celebrate? What sorts of things do you do when you are celebrating? Begin to extend this to include experiences of others eg Can you think of celebrations other people have? How do they celebrate them? (Using all the ideas gathered, pupils could plan a celebration including appropriate food, gifts, cards etc).

Exploring a religious context: Christians have a special celebration at Christmas. What are they celebrating? What is the story they are remembering about Jesus? How do they remind themselves of this story? What do they do to celebrate the birth of Jesus? How are the things they do connected with the story of Jesus' birth? Why do Christians think it is important to remember and celebrate the birth of Jesus? (To explore this pupils could enact a nativity play, design Christmas cards with a Christian message, take part in a carol service etc).

Evaluation and reflection: Do you celebrate Christmas? Why/why not? Should non-Christian people who like to celebrate at Christmas time remember the birth of Jesus? How are your Christmas celebrations similar/different to/from Christian celebrations? What do you think is best about Christian Christmas celebrations and your Christmas celebrations?

Key Stage 2 topic: Pilgrimage

Question title: Should people make religious pilgrimages?

Key concept: pilgrimage/journeying – developing the idea that journeys can be both physical and spiritual.

Exploring the idea of pilgrimage: look at photographs of Muslim (Makkah), Hindu (Ganges) and Christian (Jerusalem and/or Lourdes) pilgrims. What can be observed, what do we need to find out? Decide which questions to follow up. Research needs to cover the significance of the places of pilgrimage for believers and the motivations of people who make these pilgrimages. Consider a range of reasons eg duty (Hajj), healing (Lourdes, Ganges), spiritual growth (all examples). Interview pilgrims or watch film clips that clarify reasons for making pilgrimages. Consider the difference making a pilgrimage has made to these pilgrims and the similarities and differences in the impact of the experiences on pilgrims from different faith traditions.

Relate: explore how pupils have been changed by some experiences eg increased understanding, resolution of difficult situations, sense of having done the right thing etc

Reflect: discuss pupils' views on the value of pilgrimage for those who they've learned about. Are there any particularly meaningful, fulfilling, growing experiences pupils hope to have and why?

Concepts

'Concepts are essentially ideas which help us and our children make sense of our experiences of a great variety of things, objects, information, events and occurrences' (The Westhill Project RE 5-16, 1992). Concepts can be grouped, according to the Westhill Project, into three categories: shared human experience, general religious concepts, concepts specific to individual religions. Lists set out below are intended as examples of three categories of concepts. This is not an exhaustive list and teachers will think of additions to each selection.

Shared human experience	General religious concepts	Concepts linked with specific religions	
Authority Belief Belonging Celebration Change Commitment Community Creation Death Devotion Evil Fairness Family Forgiveness Freedom Good Growth Hope Identity Justice Kindness Life Love Loyalty Peace Prejudice Purpose Relationship Repentance Respect Reward Sacrifice Service Suffering Symbol Thankfulness Trust Truth Uniqueness Value	Asceticism Afterlife Belief Ceremony Deity Faith God Holy Initiation Interpretation Martyrdom Miracle Monotheism Mysticism Myth Orthodoxy Pilgrimage Prayer Prophecy Redemption Revelation Ritual Sacred Scripture Symbolism Worship	Christianity: Church Eternal life Fatherhood of God Grace Heaven Holy Spirit Identity Incarnation Jesus the Christ Love Mission Mother of God Resurrection Salvation Sin Trinity Word of God Unity Buddhism: Anatta Anicca Buddhahood Dhamma Dukkha Kamma Metta Nibbana Sangha Tanha Hinduism: Ahimsa Atman Avatar Bhakti Brahman Dharma Karma	Islam: Akhirah Allah Din Ibadah Imam Iman Islam Jihad Risalah Shari'ah Shirk Sunnah Tawhid Ummah Judaism: Brit/Covenant Unity of God Halakhah Israel/Zion Kashrut Mitzvah Shabbat Shalom Teshuvah Torah Tzedakah Sikhism: Ardas Gurmat Gurmukh Guru Haumai Hukam IkOnkar JivanMukt Khalsa Langar

Welcoming Wisdom		Maya Moksha Murti Nirvana Samsara Shakti Smriti Sruti Varana Yoga	Panth Rahit Sadhsangat Sat Nam Sewa Sikh VandChhakna
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Attainment and assessment in RE

The planning, teaching, learning and assessment of RE should be informed by the eight level scale of attainment descriptors published in this syllabus, taken from the Non-statutory National Framework for RE' published by QCA in 2004. The inclusion of these attainment descriptions in this syllabus means they are the criteria schools are required to use in assessing pupils' attainment and progress in RE.

The eight level scale of descriptors is structured around the two key aspects of learning: 'learning about religion' and 'learning from religion'. Each key aspect can be seen to have three strands:

Learning about religion:

- Beliefs, teachings and sources (believing)
- Practices and ways of life (behaving)
- Forms of expression (belonging)

Learning from religion:

- Identity and belonging (making sense of who we are)
- Meaning, purpose and truth (making sense of life)
- Values and commitments (making sense of right and wrong)

The scale is made up of eight level descriptions of increasing difficulty, plus a description of exceptional performance. Each level description describes the types and range of performance that pupils working at a particular level should characteristically demonstrate. The level descriptions can provide the basis for making judgements about pupils' performance at the end of Key Stages 1, 2 and 3. At Key Stage 4 schools will use the GCSE criteria for assessment of attainment.

In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. When doing so, each description should be considered alongside the descriptions for adjacent levels. Teachers and pupils should have an understanding of the levels at which they are working and schools should report this information to parents.

It is expected that the majority of pupils will work within the following range of levels:

Key Stage 1: levels 1-3

Key Stage 2: levels 2-5

Key Stage 3: levels 3-8

The expected attainment of the majority of pupils is as follows:

At age 7: level 2 and above

At age 11: level 4 and above

At age 14: level 5 and above

Using the scale

The scale has three purposes:

To help in assessment for learning

Assessment for learning is an essential part of the everyday teaching and learning in RE. It involves 'gathering and interpreting evidence about pupils' learning and learners and their teachers using that evidence to decide where pupils are in their learning, where they are going and how to take the next steps' (QCA and the Assessment Reform Group, 2001).

This means teachers will need to use the scale to:

- set appropriate learning objectives that challenge pupils to aim for higher levels of attainment
- set lesson objectives that reflect the knowledge and understanding, skills, attitudes and values in RE
- structure learning in achievable steps and support learning to enable pupils to make progress
- share lesson objectives with pupils to help them recognise the standards for which they are aiming
- provide constructive and positive feedback which identifies what pupils have done well and clear guidance on what their next steps should be
- identify pupils' current attainment and use it as a basis for development
- involve pupils in peer and self assessment, reviewing and reflecting on their work and teacher feedback.

To help in Assessment of Learning

Summative assessment opportunities should be built in periodically to enable teachers to make judgements of pupils' attainments against the level descriptions. They should contribute to assessment for learning.

A good summative assessment:

- makes assessment criteria clear and accessible to pupils
- uses a variety of styles of learning and outcomes
- requires pupils to reflect on their work against the assessment criteria
- takes account of both key aspects of RE: *learning about religion* and *learning from religion*
- provides specific feedback showing how improvements can be made.

To help teachers report on attainment

Good assessment for and of learning will provide teachers with ample evidence on which to base best-fit judgements of pupils' attainment. Information outlined in the level descriptions will be helpful in summarising these judgements. Schools should use this level information to report to parents. Schools must, however, report annually to parents about the **progress** made by pupils in RE. This will necessitate effective record keeping.

The level descriptors are set out as a grid on the following two pages.

An APP version is available in Appendix D – Page ????

Pupil-speak 'can do' levels can be found at: <http://betterre.reonline.org.uk/assessment/cando.php>

Exemplification of standards support material for Key Stage 3 can be found at:
<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx>

Attainment targets for RE in grid form:

	AT1 Learning about religions involves knowledge and understanding of:				AT2 Learning from religion involves response, evaluation and application of questions of:		
Level	Vocabulary	beliefs, teachings and sources (believing)	Ways of living (behaving)	forms of expression (belonging)	identity and belonging (making sense of who we are)	meaning, purpose and truth (making sense of life)	values and commitments (making sense of right and wrong)
	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils	Pupils
1	use some religious words and phrases to	recall religious stories	recognise lessons in religious stories	recognise and name features of religious life and practice, symbols and other verbal and visual forms of religious expression	talk about their own experiences and feelings	talk about what they find interesting or puzzling	talk about what is of value and concern to themselves and to others
2	use religious words and phrases to	retell religious stories	identify the importance of religion and beliefs for some people. They begin to show awareness of similarities in religions	Identify some features of religion and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways and begin to show awareness of similarities in religions	ask, and respond sensitively to, questions about their own and others' experiences and feelings	recognise that some questions cause people to wonder and are difficult to answer	recognise their own values and those of others in relation to matters of right and wrong
3	use a developing religious vocabulary to	make links between beliefs and sources, including religious stories and sacred texts	begin to identify the impact religion has on believers' lives	describe some key features of religions and forms of religious expression recognising similarities and differences	identify what influences them, making links between aspects of their own and others' experiences	ask important questions about religion and beliefs, making links between their own and others' responses	make links between values and commitments and their own attitudes and behaviour
4	use a developing religious vocabulary to	describe and show understanding of sources, beliefs and ideas making links between them and practices, feelings and experiences; describe some similarities and differences within and between religions	describe and show understanding of feelings and experiences and the impact of religion on people's lives; describe some similarities and differences both within and between religions	suggest meanings for a range of forms of religious expression and describe and show understanding of religious practices and some similarities and differences both within and between religions	raise, and suggest answers to, questions of identity and belonging and apply their ideas to their own and other people's lives; describe what inspires and influences themselves and others	raise, and suggest answers to, questions of meaning, purpose and truth and apply their ideas to their own and other people's lives	raise, and suggest answers to, questions of values and commitments and apply their ideas to their own and other people's lives
5	use an increasingly wide religious vocabulary to	show they understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this	explain the impact of beliefs on individuals and communities, explain how religious sources are used to provide answers to ultimate questions and ethical issues, and describe why people belong to religions	recognise diversity in forms of religious, spiritual and moral expression, within and between religions	ask, and suggest answers to, questions of identity and belonging relating them to their own and others' lives; explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion	ask, and suggest answers to, questions of meaning, purpose and truth relating them to their own and others' lives	ask, and suggest answers to, questions about values and commitments relating them to their own and others' lives

	AT1 Learning about religions involves knowledge and understanding of:				AT2 Learning from religion involves response, evaluation and application of questions of:		
6	use religious and philosophical vocabulary to	give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them and interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues	explain why the impact of religions and beliefs on individuals, communities and societies varies	interpret the significance of different forms of religious, spiritual and moral expression	use reasoning and examples to express insights into their own and others' views on questions of identity and belonging	use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues as well as questions of meaning and purpose and truth	use reasoning and examples to consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments
7	use a wide religious and philosophical vocabulary to	show a coherent understanding of a range of religions and beliefs and analyse issues, values and questions of meaning and truth	account for the influence of history and culture on aspects of religious life and practice and vice versa and explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition	use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources and evidence to explain a variety of forms of expression	articulate personal and critical responses to questions of human relationships, belonging, identity and society evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	articulate personal and critical responses to questions of meaning, purpose and truth evaluating the significance of religious and other views for understanding them using appropriate evidence and examples	articulate personal and critical responses to questions of values, commitments and ethical issues evaluating the significance of religious and other views for understanding them using appropriate evidence and examples
8	use a comprehensive religious and philosophical vocabulary to	analyse a range of religions and beliefs differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied contextualising interpretations of religion with reference to historical, cultural, social and philosophical ideas	critically evaluate the impact of religions and beliefs on differing communities and societies	Interpret and evaluate varied forms of religious, spiritual and moral expression	coherently analyse a wide range of viewpoints on questions of identity and belonging, and synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others	coherently analyse a wide range of viewpoints on questions of meaning, purpose and truth, and synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others	coherently analyse a wide range of viewpoints on questions of values and commitments, and synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others
E p	use complex religious, moral and philosophical vocabulary to	provide a consistent and detailed analysis of religions and beliefs and how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied	evaluate in depth the importance of religious diversity in a pluralistic society and recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time	interpret and evaluate varied forms of religious, spiritual and moral expressions	analyse in depth a wide range of perspectives on questions of identity and belonging, and give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions of meaning, purpose and truth, and give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions	analyse in depth a wide range of perspectives on questions of values and commitments, and give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions

Foundation Stage

The Foundation Stage describes the phase of a child's education up to the age of five. RE is statutory for all pupils of this age registered on the school roll. This statutory requirement for RE does not apply to nursery classes in maintained schools and is not, therefore, a legal requirement for much of the Foundation Stage. However, many will agree it can form a valuable part of the educational experience of children throughout the key stage.

Children will come from a variety of cultural, religious and secular backgrounds. Some will come from overtly religious homes, some will have occasional experience of religion, others none at all. All children need to be valued whatever their backgrounds or belief systems. It is important that teachers take this variety of experience into account when planning.

A teacher is always guided by the needs of each individual child, and effective and careful planning ensures that these needs are met. The subject must be taught in accordance with the locally agreed syllabus or, in voluntary aided faith schools, in line with a syllabus approved by the governing body, which will have taken into account any requirements set out in the school's trust deed.

Exploring religions and cultures in the Foundation Stage provides rich opportunities for children's spiritual, moral, social and cultural development. This will also support children develop knowledge and understanding about where they belong within their family and the wider community. It will also promote the development of appropriate religious vocabulary.

They will be developing the following attitudes and skills:

- a sense of curiosity
- respect for themselves and others
- interest and enjoyment in discovery
- empathy and open-mindedness
- commenting and asking questions
- expressing feelings and preferences

Children should begin to explore the world of religion in terms of religious figures, books, times, places and objects (see page ?) and by visiting and/or having visitors from places of worship. Representatives of local religious communities, including children's family members, who can talk about their beliefs and experiences, should be invited into school to enrich pupils' learning.

They will use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own and others' feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Every teacher of young children knows that knowledge is not fragmented in the early years, and all learning is part of a glorious whole. Children will learn in their own way through play, first hand experiences and people to make sense of the world.

They will learn through:

- visual/spatial expressions shown in art and other creative activities
- auditory experiences listening to music, stories and rhymes
- kinaesthetic activities such as movement and games
- verbal/linguistic communication in a range of speaking and listening activities
- mathematical experiences by making simple models and patterns
- music and songs from different cultures
- naturalistic engagement with living things and the environment
- interpersonal skills offering co-operative opportunities.

RE can make a strong contribution to the following areas of learning in the EYFS curriculum:

Personal, social and emotional development

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and those of others and explore them in various ways
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children play cooperatively and talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong, how some behaviours are unacceptable and how humans help one another.

Communication and language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences and stories and answer 'how' and 'why' questions about them
- Using a religious celebration as a stimulus, children talk about the special events associated with the celebration listening attentively to one another
- Through artefacts, stories and music, children learn about important religious celebrations

Understanding the world

- Children ask and answer questions about religious and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship and/or receive visitors from faith communities. Through these experiences children learn new words associated with the faith, showing respect and learn about similarities and differences between themselves and others, and among families, communities and traditions
- They listen and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.

Expressive arts and design

- Using religious artefacts, music, art, dance, drama, role play etc, children think about and initiate their own activities associated with the stimulus.

- Children share their own experiences and feelings and those of others, and are encouraged to respond to these in creative ways.

Areas for religious exploration

The table on the following page lays out some suggestions, from all six religions compulsorily covered within this syllabus as well as others, of material which could be included in Foundation Stage topics. The further tables illustrate contexts in which the material might be included.

It is a requirement of this syllabus that in exploring these areas of learning, children should encounter Christianity and at least one other religion.

Suggestions for Foundation Stage RE illustrating five areas of explorationKey: C – Christianity; B – Buddhism; Ba – Baha’i; H – Hinduism; I – Islam; J – Judaism; S - Sikhism

1 Religious figures	2 Religious stories	3 Religious times	4 Religious places	5 Religious objects
<p>Religious leaders eg</p> <ul style="list-style-type: none"> ▪ vicars ▪ Priests ▪ Rabbis ▪ Imams ▪ Gurus ▪ Granthis ▪ Lamas ▪ Pandits ▪ Teachers <p>Great religious figures eg</p> <ul style="list-style-type: none"> ▪ Jesus, Mary, St Francis and other saints (C) ▪ Gotama Buddha, Milarepa (B) ▪ Ganesh, Rama, Krishna, Hanuman (H) ▪ the Prophet Muhammad (pbuh) ▪ Moses, Ruth, David (J) ▪ Guru Nanak, Guru HarGobind, BhaiGhanaya (S) 	<p>Stories from faith traditions about helping others eg</p> <ul style="list-style-type: none"> ▪ Jesus and Zacchaeus (C) ▪ Siddattha and the swan (B) ▪ Rama and Sita (H) ▪ Muhammad (pbuh) and the sleeping cat (I) ▪ Muhammad (pbuh) and the crying camel (I) ▪ Ruth and Naomi (J/C) ▪ Moses (J/C) ▪ Guru HarGobind's cloak (S) ▪ SachaSauda – beginning of the Langar (S) <p>Other religious stories eg</p> <ul style="list-style-type: none"> ▪ Krishna, Ganesh, Hanuman (H) ▪ Joseph (J/C) ▪ Jonah (J/C) ▪ David and Goliath (J/C) ▪ Noah <p>Stories Jesus told</p> <ul style="list-style-type: none"> ▪ the Good Samaritan (C) ▪ The Lost Sheep 	<ul style="list-style-type: none"> ▪ Christmas, Harvest, Easter, Church colours for seasons (C) ▪ Mothering Sunday (C) ▪ Chinese New Year ▪ Divali, RakshaBandhan (H) ▪ Eid ulFitr, The Prophet Muhammad's (pbuh) birthday (I) ▪ Sukkot, Hanukkah, Simchat Torah, Shabbat (J) ▪ birthday of Guru Nanak (S) ▪ Wesak (B) ▪ Summer and Winter solstices ▪ baptism ▪ naming ceremonies ▪ weddings ▪ death ▪ times of prayer and worship 	<ul style="list-style-type: none"> ▪ Local places of worship ▪ Memorials eg seats, windows, grave stones ▪ home shrines ▪ the environment/world ▪ Jesus's birth in Bethlehem (C) ▪ Jerusalem (C, I, J) ▪ Makkah (I) ▪ River Ganges (H) ▪ The Golden Temple in Amritsar (S) ▪ Bodhgaya, Sarnath (B) ▪ Haifa (Ba) ▪ Stonehenge 	<ul style="list-style-type: none"> ▪ clothes eg clergy, Salvation Army uniforms, wedding clothes, jewellery (crosses, crucifixes etc), ihram (clothes worn on Hajj), kippah (J), tallit (J), 5 Ks (S) ▪ food eg Shabbat (J), Langar(S),Prashad (H & S), festival foods ▪ artefacts eg home shrines, items within places of worship, prayer mat (I), prayer beads, mezuzah (J), tallit (J), divas (H), mala (B), Buddha rupas (B)
<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>	<p>Some suggestions for leading questions</p>
<ul style="list-style-type: none"> ▪ Who am I? ▪ What makes me, my family and friends special? ▪ Who are these religious figures and what makes them special? ▪ What do you think about...? 	<ul style="list-style-type: none"> ▪ Why do you like this religious story? ▪ What makes this religious story important? ▪ How do we know this is an important story? ▪ What can we learn from this story? 	<ul style="list-style-type: none"> ▪ Why do we/others celebrate special/religious times? ▪ How can we/others celebrate special times? ▪ Why should we/ others give thanks? ▪ Why is praying so important to some people? 	<ul style="list-style-type: none"> ▪ Why are some places special? ▪ Why do we/ others go to special places? ▪ How do we/ others feel in these places? 	<ul style="list-style-type: none"> ▪ Why are some things precious? ▪ How should we/ others treat things that are precious?

Incorporating RE in Foundation Stage topics might look like this

Learning Themes	Possible religious material
All about me/myself/ ourselves	Baptism
	The Mezuzah in our home
	David and Goliath
	Ganesh
	Jonah
	Prayer beads
	The Good Samaritan
	The Lord's Prayer used in times of prayer
	Joseph
	Zacchaeus
Animals/creatures/ minibeasts	Chinese New Year
	St Francis
	Ganesh
	Hanuman
	Muhammad (pbuh) and the sleeping cat/crying camel
Babies	Baptism
	Christmas/Nativity
Celebration	Chinese New Year
	Christmas, Easter, Harvest
	Divali, Dushera, RakshaBandhan
	Eid-ul-Fitr, Prophet Muhammad's (pbuh) birthday
	Sukkot, Hanukkah, Simchat Torah, Shabbat
	Birthday of Guru Nanak, Divali (BandiChorr)
	Wesak
	Baptism, naming ceremonies
	Weddings
Clothes	Clothes worn by the clergy
	Weddings
	Kippah, tallit
	The Five Ks
	Joseph's coat
	Monks' robes

Learning Themes	Possible religious material
Favourite stories/ books	Zacchaeus
	Houses built on sand and rock
	Siddattha and the Swan
	Muhammad (pbuh) and the sleeping cat/crying camel
	Krishna, Ganesh, Hanuman
	Joseph
	Jonah
	David and Goliath
	Ruth
	Guru HarGobind's Cloak
Food	Festival foods eg Easter, Harvest, Shabbat
	Langar
	Prashad
Growing/spring/gardens	Easter
	Harvest
Homes/where I live/the local environment	Gotama Buddha and the Bodhi Tree
	Harvest
	Places of worship
	Times of prayer
	Memorials
	Houses built on sand and rock
	Gotama Buddha and the Bodhi Tree
	Home shrines
	Prayer mat
	The Mezuzah in our home
	Shabbat
Noah and the rainbow	
The natural world	Harvest
	Houses build on sand and rock
	Siddattha and the Swan
	Muhammad (pbuh) and the crying camel
	Noah and the rainbow

Learning Themes	Possible religious material
My family/families	Weddings
	St Francis
	RakshaBandhan
	Ganesh
	Prayer Mat
	Joseph
	Ruth
	The Five Ks
Materials	Houses built on sand and rock
	Prayer Mat
	Tallit
	Guru HarGobind's Cloak
People who help us/others	Religious leaders
	Stories of Jesus healing the sick
	The Good Samaritan
	St Francis
	Siddattha and the Swan
	Muhammad (pbuh) and the sleeping cat/crying camel
	Hanuman
	Ruth
	Guru HarGobind's Cloak
	Guru Nanak – SachaSauda – beginning of the langar
	BhaiGhanaya
Seasons	Chinese New Year
	Easter
	Harvest
	Divali
	Sukkot
Water	Baptism
	Noah and the rainbow
Weather	Houses built on sand and rock
	Noah and the rainbow

Thanks go to the Solihull SACRE for permission to use and modify this table from the Solihull Handbook for RE in the Foundation Stage.
<http://www.theredirectory.org.uk/lea.php?n133>

Overview of the key questions for Key Stages 1-3

BELONGING

Key Stage 1

Does it feel special to belong?
Are religious celebrations important to people?
Are symbols better than words at expressing religious beliefs?

Key Stage 2

Does participating in worship help people to feel closer to God or their faith community?
How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?
Can the arts help communicate religious beliefs?

Key Stage 3

Should people be allowed to express their spirituality in any way they choose?

BELIEVING

Key Stage 1

Who do I believe I am?
Is God important to everyone?
Does the world belong to God?
What can I learn from stories from religious traditions?

Key Stage 2

Do religious people lead better lives?
Do sacred texts have to be 'true' to help people understand their religion?
Should religious people be sad when someone dies?

Key Stage 3

To what extent is a person's purpose in life determined by their understanding of God?
To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?
Is it helpful that scientific advances/discoveries challenge people's beliefs?
Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

BEHAVING

Key Stage 1

Should people follow religious leaders and teachings?
Should people take care of the world

Key Stage 2

Is religion the most important influence and inspiration in everyone's life?
Do all religious beliefs influence people to behave well towards others?
Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?
Is it possible to hold religious beliefs without trying to make the world a better place?

Key Stage 3

To what extent do people's religious/spiritual beliefs affect their personal relationships?
Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?
To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?
How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

RE in Key Stage 1

Throughout this key stage, pupils will explore religion through an encounter with Christianity and at least Judaism as another religion. Optional other religions can be added to the Key Stage 1 RE course and those selected may be included for a number of reasons, for example because there are pupils of these faiths in school; there are staff from these faiths in school; there is a particular interest in these faiths on the part of teachers and/or pupils; there are people of these faiths in the local community.

Key questions can be explored through religion specific study or/and thematic approaches across two or more religions and belief systems.

Pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Key aspects of RE

Pupils should be taught to:

- explore a range of religious and moral stories and sacred writings and talk about their meaning
- name and explore a range of celebrations, worship and rituals in religion or beliefs, recognising the difference they make to individuals, families and the local community
- identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning
- recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives
- to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts
- reflect on how spiritual qualities and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.

Experiences and opportunities

All pupils should have the chance to experience some or all of the following opportunities:

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

Breadth of study

During this key stage pupils should engage with the following key questions:

Believing

- Who do I believe I am?
- Is God important to everyone?
- Does the world belong to God?
- What can I learn from stories from religious traditions?

Behaving

- Should people follow religious leaders and teachings?
- Should people take care of the world?

Belonging

- Does it feel special to belong?
- Are religious celebrations important to people?
- Are symbols better than words at expressing religious beliefs?

Ideas for breaking down these questions can be found on the following pages for Christianity and Judaism. Appendix A contains more ideas, including guidance on expected standards, for these religions and other optional extra faiths.

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Judaism
- other religions, as appropriate
- a secular world view, where appropriate.

Questions

Questions form the heart of this syllabus to highlight for all its readers that RE is an exploration and enquiry which can give rise to diverse answers and beliefs. There are nine key questions to explore in Key Stage 1. They have been grouped into three main areas of focus: *believing*, *belonging*, *behaving* and interpreted in the light of each faith tradition to be studied.

It is important to remember that all nine key questions should be addressed in the exploration of Christianity. In the study of Judaism, teachers must ensure that all three areas of focus (*believing*, *belonging* and *behaving*) are addressed. If other optional traditions are included, enquiry need not reflect this balance.

The questions provided for this key stage should be used creatively. They need to be broken down into ones that are more tightly focused and some suggestions are provided. Developing this idea further, an example from Christianity might focus on 'love' or 'caring for others' as key concepts. This develops from 'How do Christians believe they should treat other people?' from the *believing* questions and might become a series of questions such as: 'What does Jesus' parable of the Good Samaritan teach about how people should treat others?' and 'What do the words, "treat others as you would like them to treat you" mean to you?'

In addition, questions from this first area of focus can be linked with others from a different area. This might mean that alongside the questions suggested above related to *believing*, pupils might engage with others emerging from *behaving* such as: 'How did Mother Teresa show her beliefs about love/caring for others and what do you think others learn from her example about following Jesus?' 'Do you think you have learned from her example?' 'Is it a good idea to live according to these beliefs and principles?'

To take the idea even further, links could be made with how Christian Harvest celebrations (part of the *belonging* area of focus) often demonstrate Christian care for others.

This example shows how questions can be drawn from all three areas of focus and reworded to create a mini unit of study.

Alternatively, questions from sections on different religions can be combined to help pupils develop an understanding of the similarities and differences between religions.

The key questions at the heart of the syllabus ensure that pupils both learn about and from religion. To help teachers and pupils engage with both elements of 'learning from religion' suggestions for

appropriate questions are made in relation to each area of focus on page ?. The questions a teacher poses, or encourages pupils to pose, will depend upon the key concepts chosen to shape each unit of study (See planning guidance on pages ?-?).

Suggested content of the RE exploration has also been outlined. The purpose of this is to support teachers and learners address the key questions.

Attainment in RE

It is expected that the majority of pupils will work between levels 1-3 during Key Stage 1 and by the age of 7 most will attain at least level 2. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 55-82 for level descriptions in detail). Exemplar expectations are provided in relation to suggested questions and content.

These are only examples and, in the light of what has been said above about using questions creatively, they may need to be amended to reflect the work covered.

Time recommendation

This agreed syllabus has been based on the expectation that pupils in Key Stage 1 will receive approximately 36 hours per year of RE.

SUGGESTED LEARNING FROM RELIGION QUESTIONS RELATED TO EACH OF THE KEY STAGE 1 KEY QUESTIONS

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

BELONGING

Does it feel special to belong?

- To what groups do you belong?
- How do you show others you belong to these groups?
- How does it feel to be part of a family, class, group etc?
- Do you belong to anyone?

Are religious celebrations important to people?

- What times are important/special to you?
- Why and how do you celebrate special times?
- Why might other people celebrate different times?
- How can we help other people celebrate their special times?

Are symbols better than words at expressing religious beliefs?

- How can symbols help us understand things?
- What symbols do you use often? How and why do you use them?
- How can clothes, colours and movements be symbols?
- Can you think of a symbol for yourself that would tell others something about you?

BELIEVING

Who do I believe I am?

- What makes me like other people?
- What makes me different from other people/unique?
- What am I good at?
- Where do I come from?
- What ideas and things are important to me?
- How do I want to get along with others?
- Do I recognise how special other people are?

Is God important to everyone?

- Who is most important to you and why?
- What ideas have you heard about God? What do you believe about God?
- Does your family believe in God?

Does the world belong to God?

- What is your prized possession? Was it a gift or did you make/create it?
- How/why do things belong to you?
- What are the things that amaze you most about the world?
- Does the world belong to anyone?

What can I learn from stories from religious traditions?

- What are your favourite stories? Why do you like them? Do you learn anything from them?
- Have you learned anything about qualities like honesty, loyalty, courage in stories you have read?
- What ideas have you learned from the stories we have heard from the Bible and other religious teachings?
- What things/books are most special to you? Why are they special? How do you show they are special?

BEHAVING

Should people follow religious leaders and teachings?

- Whom do you admire and why?
- Who are the people who help you decide what is right and wrong?
- How do they help you decide what is right and wrong?
- How can these people help you even when they are not with you?
- Why do you think it is important to be kind and thoughtful towards other people? Are you kind to other people? How are people kind to you?
- How can we tell if a person is a good person?
- Do you always do what you think is right? Why?

Should people take care of the world?

- Why do so many people think it is important to look after the world?
- Do you think it is important to look after the world? How could you help to look after the world? Do you do things to help look after the world? What sort of things?

Learning about Christianity in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about *behaving* and *belonging*.

Suggestions about content and attainment expectations are set out in Appendix A.

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Christian family?
- How do people belong to the Christian community?
- How do Christians use their places of worship?
- Does belonging to the Christian community make a difference to people?

Are religious celebrations important to people?

- How and why do Christians celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Christians use symbols in
 - everyday life?
 - places of worship?
 - celebrations?

BELIEVING

Who do I believe I am?

- What do Christians believe makes a person special?
- How do Christians believe they should treat other people?

Is God important to everyone?

- What did Jesus teach people about God?
- Why do Christians believe Jesus was God's son?

Does the world belong to God?

- Do Christians believe the world belongs to God?
- How do Christians believe the world came about?

What can I learn from stories from religious traditions?

- Why is/are the Bible/Biblical stories important/sacred to Christians?
- Why is the story of the life of Jesus so important to Christians?
- What stories did Jesus tell and why did he tell them?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is Jesus important to Christians?
- Why and how is a vicar, priest or minister important to Christians?
- How do Christians learn from the example of other Christians including leaders, parents etc
- How do Christians show reverence for the Bible and show how important it is for them?

Should people take care of the world?

- Should Christians take care of the world?

Learning about Judaism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed, but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out in Appendix A..

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Jewish family?
- How do people belong to the Jewish community?
- How do Jews use their places of worship?
- Does belonging to the Jewish community make a difference to people?

Are religious celebrations important to people?

- How and why do Jews celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Jews use symbols in
 - everyday life?
 - places of worship?
 - celebrations?

BELIEVING

Who do I believe I am?

- What do Jews believe makes a person special?
- What do Jews believe about how people should live with others?
- How do the Jewish Bible and Rabbinic writings teach Jews who they are?

Is God important to everyone?

- What do the Jewish Bible and Rabbinic writings teach people about God?
- How do Jews believe they should treat other people?

Does the world belong to God?

- Do Jews believe the world belongs to God?
- How do Jews believe the world came about?

What can I learn from stories from religious traditions?

- What do Jews mean when they use the words 'Bible', 'Torah' and 'Tanach'?
- Why is/are the Bible/Biblical stories and Rabbinic writings important/sacred to Jews?
- How do the stories in the Bible and Rabbinic writings teach Jews how to live today?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is the Torah important to Jews?
- Why and how are rabbis important to Jews?
- How are Rabbinic writings (Mishnah, Talmud, Codes of Jewish law) important to Jews?
- How do Jews learn from the example of other Jews including leaders, parents etc
- How do Jews show reverence for the Torah and holy writings and show how important they are for them?

Should people take care of the world?

- Should Jews take care of the world?
- What do the Torah and Rabbinic writings teach about our relationship with the world?

RE in Key Stage 2

Throughout this key stage, pupils learn about Christianity and at least Hinduism and Islam as other religions, recognising their impact locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

Key aspects of RE:

In Years 3 and 4 pupils should be taught to:

- explore and discuss some religious and moral stories, sacred writings and sources, placing them in the context of the belief system
- investigate and suggest meanings for celebration, worship and rituals, thinking about similarities and differences
- describe and interpret how symbols and actions are used to express beliefs
- recognise that people can have different identities, beliefs and practices, and different ways of belonging, expressing their interpretations, ideas and feelings
- reflect on questions of meaning and purpose in life, expressing questions and opinions
- investigate questions of right and wrong in life, expressing questions and opinions.

In Years 5 and 6 pupils should be taught to:

- describe and discuss some key aspects of the nature of religion and belief
- investigate the significance and impact of religion and belief in some local, national and global communities
- consider the meaning of a range of forms of religious expression, identifying why they are important in religious practice and noting links between them
- reflect on the challenges of belonging and commitment both in their own lives and within traditions, recognising how commitment to a religion or personal belief is shown in a variety of ways
- describe and begin to develop arguments about religious and other responses to ultimate and ethical questions
- reflect on ideas of right and wrong and apply their own and others' responses to them.

Experiences and opportunities:

All pupils should have the chance to experience some or all of the following opportunities:

- encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others
- considering a range of human experiences and feelings
- reflecting on their own and others' insights into life and its origin, purpose and meaning
- expressing and communicating their own and others' insights through art and design, music, dance, drama, and ICT
- developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

Breadth of study

During this key stage pupils should engage with the following key questions:

Believing:

- Do religious people lead better lives?
- Do sacred texts have to be 'true' to help people understand their religion?
- Should religious people be sad when someone dies?

Behaving:

- Is religion the most important influence and inspiration in everyone's life?
- Do all religious beliefs influence people to behave well towards others?
- Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?
- Is it possible to hold religious beliefs without trying to make the world a better place?

Belonging:

- Does participating in worship help people to feel closer to God or their faith community?
- How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?
- Can the arts help communicate religious beliefs?

Ideas for breaking down these questions can be found on the following pages for Christianity, Hinduism and Islam. Appendix B contains more ideas, including guidance on expected standards, for these religions and other optional extra faiths.

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Hinduism and Sikhism
- other religions, as appropriate
- a secular world view, where appropriate.

Questions

Questions form the heart of this syllabus to highlight for all its readers that RE is an exploration and enquiry which can give rise to diverse answers and beliefs. There are ten key questions to explore in Key Stage 2. They have been grouped into three main areas of focus: *believing*, *belonging*, *behaving* and interpreted in the light of each faith tradition to be studied.

It is important to remember that all ten key questions must be addressed in the exploration of Christianity. In the study of Hinduism and Islam, teachers must ensure that all three areas of focus (*believing*, *belonging* and *behaving*) are addressed. If other optional traditions are included, enquiry need not reflect this balance.

The questions provided for this key stage should be used creatively. They need to be broken down into ones that are more tightly focused and some suggestions are provided. Developing this idea further an example from Christianity might be: 'Do Christians believe the world belongs to God?' from the *believing* questions might become questions such as: 'What might it mean to Christians to believe that God has put humans in charge of the world (Genesis 1:28)?' 'What might Christians believe such a responsibility entails?'

In addition, questions from one area of focus can be linked with others from a different area. This might mean that alongside the questions suggested above related to *believing*, pupils might engage with others emerging from *behaving* such as: 'What responsibilities do Christians think they have for the environment?' 'What does it mean to have responsibility for something?' 'What do you think you and others should do to care for the environment in which you live?' 'Do you care for the environment as you think you should?' 'What evidence can you find to suggest that Christians care for the environment? Do Christian beliefs influence behaviour?'

Alternatively, questions from sections on different religions can be combined to help pupils develop an understanding of the similarities and differences between religions – an essential feature of level 3 Attainment and above.

These last two questions address the *Learning from religion* aspect of the syllabus. It is important that sufficient emphasis is given to this element. Suggestions for appropriate questions are made in relation to each area of focus on page [REDACTED]. The questions a teacher poses, or encourages pupils to pose, will depend upon the key concepts chosen to shape each unit of study (see planning guidance on pages [REDACTED]).

This example shows how questions can be drawn from different areas of focus and reworded to create a mini unit of study.

Suggested content of the RE exploration has also been outlined. The purpose of this is to support teachers and learners address the key questions.

Attainment in RE

It is expected that the majority of pupils will work between levels 2-5 during Key Stage 2 and by the age of 11 most will attain at least level 4. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages [REDACTED] for level descriptions in detail). Exemplar expectations are provided in Appendix B in relation to suggested questions and content. These are only examples and, in the light of what has been said above about using questions creatively, they may need to be amended to reflect the work covered.

Time recommendation

This agreed syllabus has been based on the expectation that pupils in Key Stage 2 will receive 45 hours per year of RE.

SUGGESTED *LEARNING FROM RELIGION* QUESTIONS RELATED TO EACH OF THE KEY STAGE 2 KEY QUESTIONS

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

BELONGING

Does participating in worship help people to feel closer to God and their faith community?

- Can you think of a place that has inspired you spiritually? What impact did it have on you?
- Why do people find it important to meet with others who share similar ideas?
- When have you felt closest to others who share similar ideas to you?
- Are there times when you value being alone? Why? What do you gain from these times?
- How do people express important feelings like thankfulness, joy, appreciation, love etc?
- How do you remember/commemorate important events?
- What have been the turning points in your life and how have they been marked?
- Is it important to mark significant times in people's lives? Why?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- Do you think it is important to mark a person's death?
- In what way do you think a person's death should be marked?
- How should people be remembered?

Can the arts help communicate religious beliefs?

- How do you express ideas that are most important to you?
- Are there some ideas and experiences that are too difficult to express in words?
- How could you express who you are without words?
- Do you think it is important for people to be able to express their ideas and beliefs in a wide variety of ways? Why?
- Which piece of art/music has personal significance for you?

BELIEVING

Do religious people lead better lives?

- How do your beliefs about God (which might be that there isn't one) influence your life and the way in which you choose to live it?
- What do you think matters most in life?
- What do you think is the purpose of life?
- Is it important to live a good life?

Do sacred texts have to be 'true' to help people understand their religion?

- Can things be true in different ways?
- How and from whom/what do you learn what is true?
- How do you know you can rely on these sources of authority?
- How do we decide what to believe?
- Is it important for religious teaching to be written down?

Should religious people be sad when someone dies?

- Would you want people to be sad when you die or should they celebrate your life?
- What do you believe happens to a person when they die? Why?
- What does the word 'heaven' mean to you?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- Who/what inspires you and why?
- What or who has been the most important influence on your life?
- Has being inspired or influenced by someone/something changed you in any way? How?
- How and why might it be helpful to have an example to follow?
- In what ways could you be a role model?
- Do you think God guides people? Why?

Do all religious beliefs influence people to behave well towards others?

- What are the values, beliefs and ideas that guide your life and why?
- How do you decide how to behave?
- Must we always behave well towards others?
- What do you see as being the value of the rules and codes?
- How can we make amends for things we do wrong?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- Do you hold the same beliefs as your parents?
- How does your family life influence the way you live?
- Should children be free to make their own decisions about religion?
- Are there any family traditions that give you a sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- Is it possible for you to feel strongly about something and not act on it?
- How do you respond to worldwide issues that affect the lives of others? How can you help? Do you think it is important to help? Why?

Learning about Christianity in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Christians believe it is important to worship and worship together?
- How are churches used for worship?
- Why and how do Christians celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Christians find in private prayer and worship?
- Why and where do Christians go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Christians mark a person's death?

Can the arts help communicate religious beliefs?

- How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Christians live?
- Do the teachings and example of Jesus provide a framework for leading a good life?
- Do the teachings of the New Testament help Christians know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Christians interpret the Bible?
- Are different types of writing in the Bible true in different ways?
- Is personal spiritual experience more important than the Bible for Christians in understanding their religion?
- How do Christians use the Bible to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Christians believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How does Jesus influence and inspire Christians?
- How do Christians' beliefs about Jesus make a difference to their lives?
- How do Christians' beliefs about the Holy Spirit make a difference to daily lives?
- How has Christianity inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Christians believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Christians to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Christian family?
- How might a Christian background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous pages, that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. Suggestions about content and attainment expectations are set out in Appendix B.

Learning about **Hinduism in Key Stage 2**

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Hindus believe it is important to worship and sometimes worship together?
- How are shrines used for worship?
- Why and how do Hindus celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Hindus find in private prayer and worship?
- Why and where do Hindus go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Hindus mark a person's death?

Can the arts help communicate religious beliefs?

- How have Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Hindus live?
- Do the teachings and example of deities provide a framework for leading a good life?
- How do different deities help to reveal the nature and will of God?

Do sacred texts have to be 'true' to help people understand their religion?

- How do Hindus interpret their holy writings for today?
- How do Hindus use their holy writings to learn about God, the world and human life?
- Is personal spiritual experience more important than the holy writings for Hindus in understanding their religion?

Should religious people be sad when someone dies?

- What do Hindus believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How do different deities influence and inspire Hindus?
- How do Hindus' beliefs about God/deities make a difference to their lives?
- How have Hindu beliefs and teachings inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Hindus believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Hindus to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Hindu family?
- How might a Hindu background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Hindus respond to global issues?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out in Appendix B.

Learning about Sikhism in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Sikhs believe it is important to worship and worship together?
- How are Gurdwaras used for worship?
- Why and how do Sikhs celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Sikhs find in private prayer and worship?
- Why and where do Sikhs go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Sikhs mark a person's death?

Can the arts help communicate religious beliefs?

- How have Sikhs expressed some of their most important ideas, beliefs and personal experiences through the arts?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Sikhs live?
- Do the teachings and example of the Gurus provide a framework for leading a good life?
- Do the teachings of the Guru Granth Sahib help Sikhs know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Sikhs interpret the Guru Granth Sahib?
- Are different types of writing in Guru Granth Sahib true in different ways?
- Is personal spiritual experience more important than Guru Granth Sahib for Sikhs in understanding their religion?
- How do Sikhs use Guru Granth Sahib to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Sikhs believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How do the Gurus influence and inspire Sikhs?
- How do Sikhs' beliefs make a difference to their lives?
- How has Sikhism inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Sikhs believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Sikhs to behave well towards others?

Does living out parents' religious beliefs/traditions e.g. Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Sikh family?
- How might a Sikh background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

RE in Key Stage 3

Throughout this key stage pupils extend their understanding of Christianity and at least Buddhism and Sikhism as other religions in local, national and global contexts. They also explore issues of interfaith dialogue. Optional other religions can be added to the Key Stage 3 RE course and those selected may be included for a number of reasons, for example because there are pupils of these faiths in school; there are staff from these faiths in school; there is a particular interest in these faiths on the part of teachers and/or pupils; there are people of these faiths in the local community. Key questions can be explored through religion specific study or/and thematic approaches across two or more religions and belief systems.

Pupils deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities.

They enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs. They reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.

Key aspects of RE

Learning about religion

Pupils should be taught to:

- investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions
- investigate and explain why people belong to faith communities and explain the reasons for diversity in religion
- analyse and compare the evidence and arguments used when considering issues of truth in religion and philosophy
- discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues
- apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs
- interpret and evaluate a range of sources, texts and authorities, from a variety of contexts
- interpret a variety of forms of religious and spiritual expression.

Learning from religion

Pupils should be taught to:

- reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments

- evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas
- express insights into the significance and value of religion and other world views on human relationships personally, locally and globally
- reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas
- express their own beliefs and ideas, using a variety of forms of expression.

Experiences and opportunities:

All pupils should have the chance to experience some or all of the following opportunities:

- encountering people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and ethical issues
- visiting, where possible, places of major religious significance and using opportunities in ICT to enhance pupils' understanding of religion
- discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in RE, using reasoned, balanced arguments
- using a range of forms of expression (such as art and design, music, dance, drama, writing, ICT) to communicate their ideas and responses creatively and thoughtfully
- exploring the connections between RE and other subject areas such as the arts, humanities, literature, science.

Breadth of study

During this key stage pupils should engage with the following key questions:

Believing

- To what extent is a person's purpose in life determined by their understanding of God?
- To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?
- Is it helpful that scientific advances/discoveries challenge people's beliefs?
- Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

Behaving

- To what extent do people's religious/spiritual beliefs affect their personal relationships?
- Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?
- To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?
- How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

Belonging

- Should people be allowed to express their spirituality in any way they choose?

Interfaith Dialogue focused questions must be addressed and appear separately within the *Believing, Behaving and Belonging* elements of the Key Stage 3 programme of study (see page 45). Ideas for breaking down these questions and suggested content can be found on the following pages for Christianity, Buddhism and Sikhism and Appendix C contains more ideas, including guidance on expected standards, for these religions and other faiths.

Pupils' answers to these questions should draw on the following areas of study:

- Christianity
- Buddhism and Islam
- other religions, as appropriate
- a secular world view, where appropriate.

Questions

Questions form the heart of this syllabus to highlight for all its readers that RE is an exploration and enquiry which can give rise to diverse answers and beliefs. There are nine key questions to explore in Key Stage 3. They have been grouped into three main areas of focus: *believing, belonging, behaving* and interpreted in the light of each faith tradition to be studied.

It is important to remember that all nine key questions must be addressed in the exploration of Christianity. In the study of Buddhism and Sikhism teachers must ensure that all three areas of focus (*believing, belonging* and *behaving*) are addressed. If other optional traditions are included, enquiry need not reflect this balance.

The questions provided for this key stage should be used creatively. They need to be broken down into ones that are more tightly focused and some suggestions are provided. Developing this idea further, an example from Christianity might be: 'What do Christians understand to be the purpose of human life?' from *Believing* might become a series of questions which includes ones such as, 'Why do some Christians believe that God wants them to live a life of service to others?' or 'What are the main ideas/beliefs that influence your responses to other people?'

In addition, questions from this first area of focus can be linked with others from a different area. This might mean that alongside the question suggested above related to *Believing*, pupils might engage with others emerging from *Behaving* such as: 'How and why does Christian Aid put the teachings of Christianity into practice in relation to issues of social justice?' or 'Why do so many people think it is important to help others?'

This example shows how questions can be drawn from different areas of focus and reworded to create a mini unit of study.

Alternatively, questions from sections on different religions can be combined to help pupils develop an understanding of the similarities and differences between religions.

In planning RE courses, it is essential that sufficient emphasis is given to the *Learning from religion* aspect of the subject. Suggestions for appropriate questions are made in relation to each area of focus on page 45. The questions a teacher poses, or encourages pupils to pose, will depend upon the key concepts chosen to shape each unit of study (See planning guidance on pages 13-17). Although the content of the RE exploration has also been outlined, the purpose of this is to support teachers and learners address the key questions.

Attainment in RE

It is expected that the majority of pupils will work between levels 3-8 during Key Stage 3 and by the age of 14 most will attain at least level 5. In deciding on a pupil's level of attainment at the end of the key stage, teachers should judge which description best fits the pupil's performance (see pages 114-147 for level descriptions in detail). Exemplar expectations are provided in relation to suggested questions and content. These are only examples and, in the light of what has been said above about using questions creatively, they may need to be amended to reflect the work covered.

Time recommendation

The agreed syllabus has been based on the expectation that pupils in Key Stage 3 will receive 45 hours per year of RE.

SUGGESTED LEARNING FROM RELIGION QUESTIONS RELATED TO EACH OF THE KEY STAGE 3 KEY QUESTIONS

These questions are intended as a guide only. Teachers will need to select, amend and add questions which fit well with their approach to particular topics

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How effectively do religions express their beliefs through the arts?
- Why are the arts so often used to express religious beliefs?
- Do you think human beings have a spiritual 'side'? How and why do some experiences give rise to feelings that are called spiritual? How might spiritual feelings be distinct from emotional feelings?
- What is worship? Is all worship religious?
- Which of the styles of worship you have learned about might most attract/interest/inspire you and why?
- How might the wearing of symbols, including religious symbols, help someone and/or antagonise others?
- Is it acceptable to express your spirituality in a way that causes harm to yourself and/or others?
- How could the expression of one person's beliefs/spirituality contravene the human rights of another?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What are the main arguments for the existence/non-existence of God?
- What do you believe about God and why?
- What do you consider to be the purpose of human life and why? What does it mean to have a free will?
- How does your understanding of God make a difference to your sense of purpose in life?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- Is it important to be able to tell if something is true or not? Why?
- How do you decide what is true, right and wrong?
- What is meant by conscience?
- Is it important to you that other people share the same ideas about truth, right and wrong?
- What part does the media play today in influencing ideas of truth, right and wrong?
- Is truth absolute?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- To what extent are you influenced by scientific and/or religious thinking in working out what is true, right and wrong? Why?
- Does it matter whether you have thought about what science and religion say about issues? Why?
- How does it feel when your beliefs are challenged?

- To what extent do religion and science challenge each other equally?
- Is time something that goes in circles or straight lines?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- What is the value of discussion with people who have very different ideas from your self?
- Is it important for spouses/partners to share the same faith/beliefs? Why?
- Are everyone's views about religion/religious beliefs equally important?
- What do you think are the advantages and disadvantages of there being different ways of belonging to each religion?
- Can all religions/belief systems be true?
- One God, many or none – what do you think and why?
- What causes religious intolerance?
- To what extent does religious disagreement and religious intolerance influence the world around us?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- What influences you in your relationships with others?
- How important are loyalty and forgiveness in relationships?
- What might your responses to relationships reveal about your beliefs?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How important is it to you to make the most of all your rights? Why?
- What importance do you give to your responsibilities?
- Should rights always be accompanied by responsibilities?
- How do you decide/know what your responsibilities are? Are they different at different times?
- Do you think it is important to protect the rights of others? Why?
- Do all religions promote the same human rights and responsibilities?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Is it important to be aware of global issues? Why?
- What do you think are the most important current global issues and why?
- Is it important to do 'one's bit' in relation to global issues? Why?
- To what extent do you agree with the idea that 'one person can make a difference'?
- Is it important to you to play a part in your community? Why? How can you do this?
- Do you believe all people are equal? Why?
- What responsibilities do humans have towards animals?
- Do you think worldwide peace is a possibility?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why might it be beneficial to have people with diverse ideas in a team? How might this cause difficulties?
- Have you ever benefited from being with/working with people who are very different from yourself? How?
- What might be the benefits of people getting to know others from different backgrounds, cultures and religions? What might be the challenges?
- Is it always possible to solve differences through talking or is fighting sometimes inevitable?
- Do you think social and religious harmony are possible locally, nationally and globally?

Learning about Christianity in Key Stage 3 : some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Christians express their beliefs in worship?
- How do Christians express their beliefs and experiences through the arts?
- How do Christians make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why?
- What do Christians understand to be the purpose of human life?
- What do Christians believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Christians use the Bible to help them decide what is true, right and wrong?
- How do Christians use Christian writings to help them decide what is true, right and wrong?
- What is the role of Christian leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Christians resolve the conflict between theories of evolution and the creation narratives found in Genesis?
- In what ways have modern advances in medicine and other sciences challenged Christians?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Christians understand and respond to denominational diversity?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Christian influence your family life?
- How might being a Christian influence your relationships with friends and partners?
- How might being a Christian influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen?
- Why do Christians believe it is important to protect the rights of others?
- Should Christians take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Christians get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Christians from different denominations choose to work together?
- Why might Christians find it difficult to live and work alongside people whose Christian beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous page, that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*.

Suggestions about content and attainment expectations are set out in Appendix C.

Learning about Buddhism in Key Stage 3

Learning about Buddhism in Key Stage 3: some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How are Buddhist beliefs reflected in meditation?
- How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition?
- How do Buddhists make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- Why does Buddhism have little to teach about God?
- What does Buddhism teach about the nature of life?
- What do Buddhists believe about death and the purpose of life?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Buddhists use Buddhist writings to help them decide what is true, right and wrong?
- What is the role of Buddhist leaders/teachers in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do the teachings of Gotama Buddha relate to scientific enquiry?
- How might modern advances in medicine and other sciences challenge Buddhists?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Buddhists understand and respond to diversity within Buddhism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Buddhist influence your family life?
- How might being a Buddhist influence your relationships with friends and partners?
- How might being a Buddhist influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Buddhist beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Buddhist teachings encourage Buddhists to protect the rights of others?
- Should Buddhists take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- How and why might Buddhists get involved with global issues?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- How and why might people from different expressions of Buddhism work together?
- Are there any reasons why Buddhists might find it difficult to live and work alongside people whose Buddhist beliefs are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored.

Suggestions about content and attainment expectations are set out in Appendix C.

Learning about Islam in Key Stage 3 : Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Muslims express their beliefs in worship?
- How do Muslims express their beliefs and experiences through the arts?
- How do Muslims make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Muslims believe about the nature of God? Why?
- What do Muslims understand to be the purpose of human life?
- What do Muslims believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Muslims use the Qur'an to help them decide what is true, right and wrong?
- How do Muslims use Islamic writings to help them decide what is true, right and wrong?
- What is the role of Muslim leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Muslims resolve the conflict between theories of evolution and the creation?
- In what ways have modern advances in medicine and other sciences challenged Muslims?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Muslims understand and respond to diversity within Islam?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Muslim influence your family life?
- How might being a Muslim influence your relationships with friends and partners?
- How might being a Muslim influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Muslim beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Christians believe it is important to protect the rights of others?
- Should Muslims take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Muslims get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Muslims from different traditions choose to work together?
- Why might Muslims find it difficult to live and work alongside people whose Muslim beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out in Appendix C..

Interfaith Dialogue in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- Why might people of different faiths choose to belong to an interfaith group?
- How do people of different faiths live alongside one another in one family?
- Do people have the right to express their beliefs/spirituality publically?
- Do people have the right to try to convert others to their beliefs?

BELIEVING

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Christians and members of other religions understand/respond to other faiths?
- Why and how might people choose to meet together with others of different religious persuasions to exchange understandings of each others' beliefs and practices?

BEHAVING

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- How and why do people of different faith traditions engage together in activities to help the wider community?
- How and why do people from different faiths sometimes come into conflict?

RE 14-19

Throughout this phase, students analyse and interpret a wide range of religious, philosophical and ethical concepts in increasing depth. They investigate issues of diversity within and between religions and the ways in which religion and spirituality are expressed in philosophy, ethics, science and the arts. They expand and balance their evaluations of the impact of religions on individuals, communities and societies, locally, nationally and globally. They understand the importance of dialogue between and among different religions and beliefs. They gain a greater understanding of how religion and belief contribute to community cohesion, recognising the various perceptions people have regarding the roles of religion in the world.

Key aspects of RE:

Learning about religion

Students should be taught to:

- investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments
- think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions
- develop their understanding of the principal methods by which religions and spirituality are studied
- draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life
- use specialist vocabulary to evaluate critically both the power and limitations of religious language.

Learning from religion

Students should be taught to:

- reflect on, express and justify their own opinions in light of their learning about religion and their study of religious, philosophical, moral and spiritual questions
- develop their own values and attitudes in order to recognise their rights and responsibilities in the light of their learning about religion
- relate their learning in RE to the wider world, gaining a sense of personal autonomy in preparation for adult life
- develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.

Requirements in Key Stage 4

All students must follow an externally accredited course leading to a qualification in 'Religious Studies' approved under Section 96 of the Learning and Skills Act 2000. Examinable courses which include elements of religious studies but are not primarily about religious studies will **not** meet the statutory requirements of this syllabus.

There is no requirement that students must sit public examinations but following such courses provides as many as possible with an opportunity to have their learning in the statutory curriculum subject of RE accredited.

Post-16 requirements

The aims of RE given on **page 5** of this syllabus continue to apply with post 16 students. Students should be encouraged to continue to develop the attitudes outlined in the introduction through their learning about and learning from religion.

Students in the 16-19 age range will have a wide range of abilities, experiences and interests and account should be taken of the fact that they are in post-compulsory education. Courses will vary in nature and length with some students on one-year and others on two-year courses. There is great potential for RE to enhance and broaden the post-16 curriculum and to support and complement other subjects. It should provide opportunities for the continuing spiritual, moral, social and cultural development of students.

Schools could consider a variety of ways in which students' entitlement to RE might be organised. In so doing they should ensure that:

- a minimum of 6 hours per year is provided for all students
- the RE provided gives all students an opportunity to build on and beyond what they have already achieved.

Ideally students should be able to gain some form of accreditation for their post-16 religious studies. In order to achieve this, a wider diversity of accredited courses than is currently available would need to be developed. However, students might be able to follow a Key Stage 4 short course GCSE with a full course qualification post-16. Some will choose to take AS and/or A2 courses.

To fulfil the requirements of this syllabus, students may follow a course leading to some form of accreditation without necessarily being entered for any associated examination.

Schools may choose to timetable RE as a discrete subject on a weekly/fortnightly basis. Some schools will provide RE as part of a general studies course. This might be through a modular arrangement with RE contributing a number of units of study alongside modules from other subjects. An externally accredited general studies course which includes modules identifiable as RE will be deemed to fulfil the statutory requirements of this syllabus.

Other schools will prefer to offer day-long conferences focused on RE. Keynote speakers can be selected for their specialist contributions. Such conferences should focus on aspects of units outlined in this syllabus.

When deciding what aspects of the syllabus to incorporate in what the school offers to students, it will be necessary to take into account the interests and areas of expertise of staff involved. It might also be appropriate and desirable to consult students about their interests as well.

Post-16 RE programme

Teaching with post-16 students should draw upon Christianity, other religions and secular belief systems. The course should build upon existing knowledge, understanding and skills. Planning should take account of the need for breadth and balance in RE provision. Unless working on an externally accredited course, students should have the opportunity to study aspects of some of these units outlined in the following pages:

- Christianity and the Bible as inspiration for literature, art, music and film
- Evil and Suffering
- Gender, Relationships and Religion
- Reasons for Belief in God
- Religious Diversity in the Twenty-First Century
- Religious Responses to Ethical and Social Issues
- Science and Religion

Study units for Post-16 Religious Education

Christianity and the Bible as inspiration for literature, art, music and film	
Key questions	Content
<ul style="list-style-type: none"> • Is any interpretation of the Bible and Christian ideas acceptable in literature, art, music and film? • Is literature, art, music and film inspired by the Bible relevant today? • Is any interpretation of religion acceptable?? 	<p>This unit should involve an exploration and comparison of examples of literature and/or art and/or music and/or films which have been inspired by Christian beliefs and/or Biblical texts. Teachers should draw on contemporary topical examples wherever possible.</p>
Evil and Suffering	
Key questions	Content
<ul style="list-style-type: none"> • Do religious and secular belief traditions adequately explain the existence of evil and suffering in the world? • Are some evils more evil than others? 	<ul style="list-style-type: none"> • The problem of evil and suffering • How the problems of evil and suffering can challenge religious belief • A range of religious and non-religious responses to faith and suffering • The above areas may include an exploration of the following: • The questions: how can a loving, all-powerful God allow evil and suffering? • Ideas/beliefs about the origin of evil? • Freewill and determinism • Religious and Humanist responses to suffering and the human condition eg Four Noble Truths, experiences of Job • Types of suffering
Gender, Relationships and Religion	
Key questions	Content
<ul style="list-style-type: none"> • Does God have a gender? • To what extent do religious teachings about and responses to sexual behaviours have relevance in the twenty-first century? • To what extent do religious teachings about relationships have relevance in the twenty-first century? • What relevance do the teachings of the world's religions have in defining the roles of men and women in the twenty-first century? 	<ul style="list-style-type: none"> • Gender related attributes of God eg Father, Mother Goddess, justice and wisdom, compassion and love, images of God • Religious authority, conscience and personal choice on issues such as marriage and divorce, sexual ethics, celibacy, same sex relationships/partnerships • Assisted marriage, forced marriage • Mixed faith marriages/relationships • The rights and roles of women in a variety of religious and secular belief traditions and communities

Reasons for Belief in God	
Key questions	Content
<ul style="list-style-type: none"> • Does believing in God make a difference? • How convinced are you by arguments put forward for the existence or non-existence of God and why? • To what extent can religious experience prove the existence of God? 	<ul style="list-style-type: none"> • Philosophical arguments for the existence of God eg ontological, cosmological, teleological, design • Arguments against the existence of God including the problem of evil • Individual grounds for believing in God including religious experience
Religious diversity in the Twenty-First Century	
Key questions	Content
<ul style="list-style-type: none"> • Does diversity within religions cause problems • Can all religions be true? • Has Had a positive impact upon the world? • Are all interpretations of religion justified? 	<ul style="list-style-type: none"> • Groups for consideration might include: modern Christian movements such as ecumenism, the house church movement, new age etc; Jehovah's Witnesses; Paganism; some eastern movements eg Transcendental Meditation; sects/cults eg Moonies, Children of God • Religions previously studied in response to this syllabus eg Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism • Other religions which might or might not have been studied previously eg Baha'i Faith, Taoism, Zoroastrianism • Secular ideologies eg Humanism, Marxism <p>Study should include:</p> <ul style="list-style-type: none"> • The history/origins of the religion/ideology • Key teachings and practices of the religion/ideology • Diversity of belief and practice within the faith • Impact of the religion/ideology on the lives of individuals and communities
Religious responses to ethical and social issues	
Key questions	Content
<ul style="list-style-type: none"> • Are the teachings of religions and/or secular belief systems helpful to people in making ethical decisions? 	<ul style="list-style-type: none"> • Personal rights and responsibilities • Responsibilities of communities • Global issues
Science and Religion	
Key questions	Content

- Is it inevitable that science and religion should be in conflict?
- To what extent do the discoveries of modern science make religious belief possible?
- Can the world's religions bring anything of value to the scientific enquiries of the twenty-first century?

- Nature of scientific proof and religious belief
- Theories of creation and evolution
- Dialogue between science and a variety of religions
- Issues arising from developments in science

Appendix A

Key Stage 1

CORE KEY STAGE 1 CHRISTIANITY: BELIEVING		
Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Christians believe makes a person special? How do Christians believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What did Jesus teach people about God? Why do Christians believe Jesus was the son of God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Christians believe the world belongs to God? How do Christians believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> Why is/are the Bible/Biblical stories important/sacred to Christians? Why is the story of the life of Jesus so important to Christians? What stories did Jesus tell and why did he tell them? 	<ul style="list-style-type: none"> Christians understand that they are all members of God's family with God as a loving father. They should care for others like brothers and sisters Everyone is important to God eg <ul style="list-style-type: none"> The Lost Son The Lost Sheep Matthew 10:29-31 Jesus taught people and showed by example how God wanted them to live – Jesus's care for others, parables showing what God is like Jesus called God 'Father' eg in the Lord's Prayer Care for one another eg Good Samaritan, Golden Rule (Treat others as you would like them to treat you) The world is God's creation – eg creation story in Genesis 1, the story of Noah, hymns/songs celebrating the beauty of the world The Bible teaches people about God Stories showing the importance of the Bible eg the story of Mary Jones and her Bible Stories that are important to Christians including stories from the Old Testament eg Abraham, Joseph, Moses, Ruth, Esther Stories of the life of Jesus that show that Christians believe he was the son of God, the Messiah eg his baptism Stories/parables Jesus told to teach about God and how people should live eg the Good Samaritan 	<p>Pupils working at level 1 will be able to use some religious words and phrases to:</p> <ul style="list-style-type: none"> Recall some things Christians believe about God, Jesus, the world and the unique value of each person Recognise Christian beliefs about how people should treat others Recall why the Christian Bible and the life story of Jesus are important to Christians and some stories Jesus told Talk about their own beliefs about God and Jesus; what makes people special; ways in which they treat others and look after their environment <p>Pupils working at level 2 will be able to use religious words and phrases to:</p> <ul style="list-style-type: none"> Retell some stories Jesus told and things he said about God Identify some Christian beliefs about Jesus; the unique value of each person; why they should care for the world and others Identify why the Christian Bible and the life story of Jesus are important to Christians Recognise that questions about God, Jesus, the world, what makes people special are difficult to answer <p>Pupils working at level 3 will be able to use a developing religious vocabulary to:</p> <ul style="list-style-type: none"> Make links between Christian beliefs about God, Jesus, the world and the unique value of each person and stories found in the Christian Bible Ask important questions about and make links between their own and Christian beliefs about God, Jesus, the world and the unique value of each person.

CORE KEY STAGE 1 CHRISTIANITY: BEHAVING

Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why do people choose to follow Jesus? ▪ How do Christian leaders help people follow Jesus? ▪ How do Christians help people to follow Jesus? ▪ How does the Bible help people to follow Jesus? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Christians take care of the world? 	<ul style="list-style-type: none"> ▪ Life, example and teachings of Jesus ▪ Work of local Christian vicars, priests and ministers ▪ Examples of Christians of influence locally, nationally and globally, past and present eg Mother Teresa, Dr Barnardo, St Francis, Jonathan Edwards, Judy Simpson, people known in the local community ▪ How Christians use the Bible in church and at home especially to teach people through stories ▪ The world is God's creation – eg creation story in Genesis 1. Christians believe that humans are stewards of God's world. 	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Recognise that Christians learn from Christian leaders and role models and the Christian Bible ▪ Recognise why Christians might care for the world ▪ Talk about people they admire and who help them decide what is right and wrong <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify the importance of Christian leaders and role models and the Christian Bible in helping Christians understand their religion ▪ Retell narratives about Jesus and influential Christians ▪ Identify why Christians might care for the world ▪ Recognise why they admire some people and ideas and how they are helped to decide what is right and wrong <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Christian leaders and role models and the Christian Bible on believers ▪ Describe why Christians might care for the world ▪ Make links between their admiration for some people and ideas and how these help them decide what is right and wrong

COREKEY STAGE 1 CHRISTIANITY: BELONGING		
Learning about religion	Content suggestions	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Christian family? ▪ How do people belong to the Christian community? ▪ How do Christians use their places of worship? ▪ Does belonging to the Christian community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Christians celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Christians use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - rituals? 	<ul style="list-style-type: none"> ▪ Shared customs including baptism ▪ Shared celebrations eg Christmas, Easter and Harvest Shared symbols of belonging ▪ Going to church including: how prayer and music are used, reading the Bible, Sunday as a special day. <ul style="list-style-type: none"> ▪ Christmas – celebration of Jesus’s birth ▪ Easter – celebration of Jesus’s resurrection ▪ Harvest – celebration of the riches of God’s world <p>Find out about Christian symbols and how and why they are used eg Cross and Crucifix; hot cross buns and Easter eggs; cribs, Christingle; dove; water; fish; symbolic features of churches; lights/candles in churches and celebrations; dress eg clerical dress, Salvation Army uniform</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to</p> <ul style="list-style-type: none"> • Recognise elements of Christian family and community life; how and why Christians celebrate selected special times; Christian symbols and their use • Talk about symbols they use in their daily lives • Talk about where and how they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> ▪ Identify elements of Christian family and community life; how and why Christians celebrate selected special times; Christian symbols and their use ▪ Suggest meanings for selected symbols ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe elements of Christian family and community life; how and why Christians celebrate selected special times, Christian symbols and their use; making links with Christian narratives ▪ Identify how and where they feel they belong ▪ Identify symbols are used in their daily lives

CORE KEY STAGE 1 JUDAISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Judaism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Jews believe makes a person special? What do Jews believe about how people should treat others? How do the Jewish Bible and Rabbinic writings teach Jews who they are? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What do the Jewish Bible and Rabbinic writings teach people about God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Jews believe the world belongs to God? How do Jews believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> What do Jews mean when they use the words 'Bible', 'Torah' and 'Tanach.'? Why is/are the Bible/Biblical stories and Rabbinic writings important/sacred to Jews? How do the stories in the Bible and Rabbinic writings teach Jews how to live today? 	<ul style="list-style-type: none"> Belief that human beings are made in the image of God Human beings all come from a single origin (Adam). From this, Rabbinic teaching that 'Anyone who saves one human life is like one who has saved the whole world' (Talmud BavaBatra 11a) Midrashic story about Abraham as a child in the cave and how he discovered the One God. Jews believe there is only one God, God is the creator and God cares for people and the world. God wants people to look after the world eg the story of creation in Genesis 1 God wants people to care for one another eg Leviticus 19:18. Caring for world (TikkunOlam) and for people also shown in Shabbat, celebrations of harvest eg Sukkot and Shavuot also TuB'Shvat. Stories from Jewish texts eg Abraham (call, journey to Promised Land, birth of Isaac etc), Joseph, Moses (birth, burning bush, saving slaves, travels in the desert, Ten Commandments etc), Joshua, Jonah, Esther. Jews use the words Bible or Tanach to mean what Christians call the 'Old Testament'. The 'Torah' is the first five books of the Bible and is more important to Jews than the other books. 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Recall Jewish beliefs about God and the Torah; stories from the Jewish Bible and Rabbinic writings about God's care for people and the world Talk about what has interested them about Judaism; what they have learned from Jewish stories and practices; what they have learned from other stories; their own beliefs about God <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Retell some stories from the Jewish Bible and Rabbinic writings about God's care for people and the world Identify Jewish beliefs about God, the world, the Torah and the Bible; about how people should live with others and treat the world Recognise what they have learned from Jewish stories; what they have learned from other stories; their own ideas and beliefs about God <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Jewish beliefs about God. the world, the Torah and the Bible; about how people should live with others and treat the world Make links between stories about God's care for people and the world in the Jewish Bible and Rabbinic writings and beliefs about God Ask important questions about what they have learned from Jewish stories and beliefs; what they have learned from other stories Recognise similarities and differences between their own and Jewish beliefs about God and the world

CORE KEY STAGE 1 JUDAISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Judaism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how is the Torah important to Jews? ▪ Why and how are rabbis important to Jews? ▪ How are Rabbinic writings (Mishnah, Talmud, Codes of Jewish law) important to Jews? ▪ How do Jews learn from the example of other Jews including leaders, parents etc ▪ How do Jews show reverence for the Torah and holy writings and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Jews take care of the world? ▪ What do the Torah and Rabbinic writings teach about our relationship with the world? 	<ul style="list-style-type: none"> ▪ Torah scrolls – sacred writings for Jews, word of God, containing rules and stories to help show people how God wants them to live ▪ Rabbinic writings (Mishnah, Talmud) – texts that help Jews to understand and interpret the Torah. Eg. What did Cain say to Able? What was Abraham like as a child? (story of breaking his father's idols) Why was Moses chosen to lead the Jews? ▪ The concept of a 'mitzvah' (pl. mitzvot) or commandment-- a rule from the Torah teaching Jews that they must do something or not do something. That there are 613 commandments in the Torah (not just 10). ▪ The role and work of a rabbi (eg.. as someone who teaches other Jews about commandments/mitzvot, in pastoral role) ▪ Hear stories about leaders and teachers who have influenced and continue to influence Jewish life and consider why they are important esp Abraham (trust in God, obeying God, arguing with God) and Moses (leading the Jews out of Egypt, revelation at Mount Sinai, teaching the Torah). Could also consider influence of grandparents and authors. ▪ Human beings are responsible for taking care of the world. See especially the story of creation of human beings in Genesis Chapters 1-2 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall the role of the Torah in Jewish life and stories about important people in Jewish tradition (prophets, other biblical characters and Rabbis) ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of Torah teaches Jews how to live (especially the role of commandments/mitzvot) ▪ Identify why Jews might care for the world ▪ Retell narratives about important people in Jewish tradition (prophets, other biblical characters and Rabbis) ▪ Recognise how their values are influenced by religious teachings and by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how the Torah teaches Jews how to live (especially the role of commandments/mitzvot) ▪ Describe why Jews might care for the world ▪ Begin to identify the impact Jewish role models and rabbis have on others ▪ Make links between role models and religious teachings in their own lives and how these people and teachings help them decide what is right and wrong

CORE KEY STAGE 1 JUDAISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Judaism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Jewish family? ▪ How do people belong to the Jewish community? ▪ How do Jews use their places of worship? ▪ Does belonging to the Jewish community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Jews celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Jews use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? 	<ul style="list-style-type: none"> ▪ Shared customs eg mitzvot, kosher food, observance of Shabbat, festivals, Mezuzah, Israel and Jerusalem ▪ Synagogues – places to meet, study (eg Religion school/ Cheder), worship God and celebrate life cycle events eg marriage, bar/bat mitzvah and baby naming/blessing. Features of a synagogue and their purpose; significance and care of the Torah ▪ Explore some festival celebrations eg Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Hanukkah and Purim ▪ Explore Shabbat as a weekly celebration within Judaism – the how and why; symbols used including challah (bread), wine, candles, food, clothes eg kippah (skull cap), tallit (prayer shawl) ▪ Other Jewish symbols eg Magen David (Shield of David), menorah, mezuzah, features of synagogues 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Jewish life and practice at home and in the synagogue; ▪ Recognise how and why Jews celebrate selected festivals; Jewish symbols and how and why they are used ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives ▪ Talk about how and where they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Jewish life and practice at home and in the synagogue ▪ Identify ways in which Jews celebrate selected festivals, suggesting meanings for some of the practices/customs; Jewish symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Jewish life and practice at home and in the synagogue recognising similarities/differences with other religions ▪ Describe how and why Jews celebrate selected festivals, including making links with Jewish texts ▪ Ask important questions about Jewish celebrations comparing them with their own experiences ▪ Identify how and where they feel they belong ▪ Identify ways symbols are used in their daily lives

Learning about the Baha'i faith in Key Stage 1

Some suggestions for how key questions might be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Baha'i family?
- How do people belong to the Baha'i community?
- How do Baha'is use their places of worship?
- Does belonging to the Baha'i community make a difference to people?

Are religious celebrations important to people?

- How and why do Baha'is celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Baha'is use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - rituals?

BELIEVING

Who do I believe I am?

- What do Baha'is believe makes a person special?
- What do Baha'is believe about how people should live with others?

Is God important to everyone?

- What did the Bab and Baha'u'llah teach people about God?

Does the world belong to God?

- Do Baha'is believe the world belongs to God?
- How do Baha'is believe the world came about?

What can I learn from stories from religious traditions?

- Why are their holy books important to Baha'is?
- Why are stories of the Bab, Baha'u'llah and Abdu'l-Baha so important to Baha'is?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how are the Bab, Baha'u'llah and Abdu'l-Baha so important to Baha'is?
- How do Baha'is learn from the example of other Baha'is including leaders, parents etc?
- How do Baha'is show reverence for their holy books and show how important they are for them?

Should people take care of the world?

- Should Baha'is take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 BAHÁ'Í: BELIEVING		
Learning about religion	Content	Expectations
<p>Possible questions about <i>believing</i> in the Baha'i faith</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Baha'is believe makes a person special? What do Baha'is believe about how people should live with others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What did the Bab and Baha'u'llah teach people about God? How do Baha'is believe they should treat other people? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Baha'is believe the world belongs to God? How do Baha'is believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> Why are their holy books important to Baha'is? Why are stories of the Bab, Baha'u'llah and Abdu'lBaha so important to Baha'is? 	<ul style="list-style-type: none"> The belief that every one of us is 'a mine rich with gems of inestimable value' The belief that God is unknowable except through his Manifestations. Manifestations are how Baha'is describe the great prophets who are "reflections of God". The two Manifestations of the Baha'i Faith are the Bab and Baha'u'llah. Baha'is believe in the unity of God and ultimately in the unity of religion (ie all religions are one, there is one eternal Faith of God). The Writings of Baha'u'llah are the central Holy Books of the Baha'i Faith. Bahá'í belief that the universe and all creatures and forces within it have been created by a single supernatural Being. This Being, whom Baha'is and many others call God, has absolute control over His creation (omnipotence) as well as perfect and complete knowledge of it (omniscience). Although we may have different concepts of God's nature, although we may pray to Him in different languages and call Him by different names--Allah or Yahweh, God or Brahma--nevertheless, we are speaking about the same unique Being. Find out about the lives of the Bab, Baha'u'llah and Abdu'lBaha 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following:</p> <ul style="list-style-type: none"> Recall some things Baha'is believe about what makes people special, how we should treat one another, God; what Baha'i holy books are called and how they are treated; that The Bab and Baha'u'llah are important to Baha'is Recognise the expression 'Manifestations of God' Talk about their own ideas about God and how to care for special things, themselves and other people <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following:</p> <ul style="list-style-type: none"> Identify Baha'i beliefs about what makes people special, how we should treat one another, God; Baha'i holy books and suggest why they are treated as they are; why the Bab and Baha'u'llah are important to Baha'is Recognise the expression 'Manifestations of God'; that questions about God are difficult to answer Respond sensitively to beliefs about what makes people special and also the ways people like their special things cared for <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following:</p> <ul style="list-style-type: none"> Describe Baha'i beliefs about what makes people special, how we should treat one another, God; what is meant by 'Manifestations of God'; how Baha'i holy books are cared for; why the Bab and Baha'u'llah are important to Baha'is Recognise similarities and differences between their own and Baha'i beliefs about human beings and God

OPTIONAL KEY STAGE 1 BAHAI: BEHAVING

Learning about religion	Content	Expectations
<p>Some possible questions about <i>behaving</i> in the Baha'i faith</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how are the Bab, Baha'u'llah and Abdu'lBaha so important to Baha'is ▪ How do Baha'is learn from the example of other Baha'is including leaders, parents etc ▪ How do Baha'is show reverence for their holy books and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Baha'is take care of the world? 	<ul style="list-style-type: none"> ▪ Investigate the lives of the Bab and Baha'u'llah and their importance for Baha'is ▪ Investigate the life of 'Abdu'l Baha, his visits to the U.K. and how he is understood to be an example to follow. ▪ Find out about Baha'i holy writings and how they are used by Baha'is ▪ Find out about Baha'l teachings on caring for the world 	<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recall some lessons Baha'is learn from the example of key Baha'i figures and from holy writings ▪ Talk about what it feels like to have learned from people they know ▪ Talk about their own and Baha'i beliefs about care of the world <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify some lessons Baha'is learn from the example of key Baha'i figures and from holy writings ▪ Recognise lessons they have learned from people they know ▪ Recognise their own and Baha'i beliefs about care of the world <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between lessons Baha'is learn from the example of 'key Baha'i figures and from holy writings and their own values and commitments ▪ Identify lessons they have learned from people they know ▪ Identify what influences their ideas about caring for the world and how these ideas compare with Baha'i teachings

OPTIONAL KEY STAGE 1 BAHAI: BELONGING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>belonging</i> in the Baha'i faith</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Baha'i family? ▪ How do people belong to the Baha'i community? ▪ How do Baha'is use their places of worship? ▪ Does belonging to the Baha'i community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Baha'is celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Baha'is use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - Rituals? 	<ul style="list-style-type: none"> ▪ Look at shared customs and family-centred worship, community life and religious organisation without clergy ▪ Find out about the Baha'i calendar of 19 months of 19 days and the feast they celebrate each month ▪ Research information about the Baha'i Holy Days, the festivals of Naw-Ruz and Ridvan in particular, find out how they are celebrated ▪ Find out about Baha'i symbols such as the "Greatest Name", the Ringstone symbol and the nine pointed star ▪ Examine the actions and symbols used in rites of passage, consider how they reflect Baha'i teachings about the family and life after death. 	<p>Pupils working at level 1 will be able to use some religious word and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Baha'i life and practice at home and in community ▪ Recognise and name Baha'i special times; symbols used by Baha'is ▪ Recall how Baha'is celebrate special times ▪ Talk about ways in which they celebrate special times and symbols they use <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Baha'i life and practice at home and in community ▪ Identify some times that are special for Baha'is and ways in which they are celebrated ▪ Suggest meanings for Baha'i symbols ▪ Ask, and respond sensitively to, questions about their own and others' special times and symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Baha'i life and practice at home and in community recognising similarities/differences with other religions ▪ Describe some times that are special for Baha'is and how they are celebrated; symbols used by Baha'is and how they express Baha'i beliefs ▪ Identify links between aspects of their own and Baha'i special times and use of symbols

Learning about Buddhism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Buddhist family?
- How do people belong to the Buddhist community?
- How do Buddhists use their places of worship?
- Does belonging to the Buddhist community make a difference to people?

Are religious celebrations important to people?

- How and why do Buddhists celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Buddhists use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - Rituals?

BELIEVING

Who do I believe I am?

- What do Buddhists believe makes a person special?
- How do Buddhists believe they should treat others?

Is God important to everyone?

- What do Buddhists believe about God?

Does the world belong to God?

- Do Buddhists believe the world belongs to God?
- How do Buddhists believe the world came about?

What can I learn from stories from religious traditions?

- Why Buddhist stories important/sacred to Buddhists?
- Why is the story of the life of Gotama Buddha so important to Buddhists?
- What stories did Gotama Buddha tell and why did he tell them?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is Gotama Buddha important to Buddhists?
- Why and how is a teacher important to Buddhists?
- How do Buddhists learn from the example of other Buddhists including leaders, parents etc?
- How do Buddhists show reverence for their scriptures and show how important they are for them?

Should people take care of the world?

- Should Buddhists take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 BUDDHISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Some questions about <i>believing</i> in Buddhism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Buddhists believe makes a person special? How do Buddhists believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What do Buddhists believe about God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Buddhists believe the world belongs to God? How do Buddhists believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> Why Buddhist stories important/sacred to Buddhists? Why is the story of the life of Gotama Buddha so important to Buddhists? What stories did Gotama Buddha tell and why did he tell them? 	<ul style="list-style-type: none"> Gotama Buddha taught that everyone will have unhappiness in their lives and this is caused by always wanting things Buddhist teachings on compassion, giving generously, truthfulness Find out what Buddhists believe about the world Learn about how the Buddha's teachings were memorised and passed on by word of mouth for a long time before they were written down in the Tipitaka What Buddhist scriptures look like The significance of Buddhist scriptures for Buddhists Find out about the life of Gotama Buddha Explore stories told by Gotama Buddha from which Buddhist learn important truths eg The Monkey King, The Buddha and the wounded swan, the Lion and the Jackal, The Buddha and Angulimala 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Recall Buddhist teachings about God, the world, people and how people should treat others. Recall stories about Gotama Buddha Talk about what is interesting about Buddhist teachings <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify Buddhist teachings about God, the world, people and how people should treat others Retell stories about Gotama Buddha Ask, and respond sensitively to, questions about what they have found interesting about Buddhist teachings <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Buddhist teachings about God, the world, people and how people should treat others Make links between stories about Gotama Buddha and Buddhist beliefs Ask important questions about Buddhist teachings comparing them with their own ideas

OPTIONAL KEY STAGE 1 BUDDHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p align="center">Some possible questions about <i>behaving</i> in Buddhism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how is Gotama Buddha important to Buddhists? ▪ Why and how is a teacher important to Buddhists ▪ How do Buddhists learn from the example of other Buddhists including leaders, parents etc ▪ How do Buddhists show reverence for their scriptures and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Buddhists take care of the world 	<ul style="list-style-type: none"> ▪ Ways in which Buddhist children learn about their faith eg from parents, from monks/teachers in monasteries/Buddhist centres; visiting Buddhist monasteries/centres at times of special celebration ▪ Alms giving ▪ The way in which many Buddhist boys in some parts of the world spend time in monasteries ▪ Learn about how Siddattha Gotama became a Buddha ▪ Explore stories from the life of Gotama Buddha that teach Buddhists how to live eg The Monkey King, The Buddha and the wounded swan, the Lion and the Jackel, The Buddha and Angulimala ▪ Consider how some Buddhist stories encourage care for aspects of the world and everything in it 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Buddhist life, practice and teaching; what Buddhists learn from the example and teachings of Gotama Buddha and other Buddhists ▪ Recall narratives about Gotama Buddha ▪ Talk about how they learn from people they admire/respect and anything they have learned from narratives about Gotama Buddha <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Buddhist life, practice and teaching; what Buddhists learn from the example of Gotama Buddha and other Buddhists ▪ Retell narratives about Gotama Buddha ▪ Recognise how their values are influenced by people they admire/respect and anything they have learned from narratives about Gotama Buddha <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Buddhist life, practice and teaching recognising similarities/differences with other religions; what Buddhists learn from the example of Gotama Buddha and other Buddhists ▪ Identify how people influence them and anything they have learned from narratives about Gotama Buddha

OPTIONAL KEY STAGE 1 BUDDHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some questions about <i>belonging</i> in Buddhism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Buddhist family? ▪ How do people belong to the Buddhist community? ▪ How do Buddhists use their places of worship? ▪ Does belonging to the Buddhist community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Buddhists celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Buddhists use symbols in <ul style="list-style-type: none"> ♦ everyday life? ♦ places of worship? ♦ celebrations? ♦ Rituals? 	<ul style="list-style-type: none"> ▪ Explore various ways in which Buddhists celebrate eg community celebrations at monasteries ▪ Explore Buddhist festivals eg Wesak and how it celebrates key times in the life of Gotama Buddha ▪ Explore ways in which the qualities of Gotama Buddha are expressed in Buddha rupas eg mudras (hand gestures), earlobes etc ▪ Explore features of Buddhist shrines at home and in temples and how they are used 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise how and why Buddhists celebrate selected special times: Buddha rupas and features of Buddhist shrines ▪ Talk about times that are special to them and others; what they do with and about things that are special to them; symbols they use in their daily lives ▪ Talk about how and where they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify how and why Buddhists celebrate selected special times, suggesting meanings for some practices/customs; Buddha rupas and features of Buddhist shrines suggesting meanings for aspects of them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about special times; how they and others respond to things that are special to them ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how and why Buddhists celebrate selected special times, including making links with Buddhist narratives; describe some forms of Buddhist expression including practices/customs; Buddha rupas and features of Buddhist shrines suggesting meanings for aspects of them ▪ Ask important questions about Buddhist celebrations comparing them with their own experiences; how they and others respond to things that are special to them ▪ Identify how and where they feel they belong ▪ Identify ways symbols are used in their daily lives

Learning about Hinduism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Hindu family?
- How do people belong to the Hindu community?
- How do Hindus use their places of worship?
- Does belonging to the Hindu community make a difference to people?

Are religious celebrations important to people?

- How and why do Hindus celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Hindus use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - Rituals?

BELIEVING

Who do I believe I am?

- What do Hindus believe makes a person special?
- How do Hindus believe people should treat others?

Is God important to everyone?

- What do Hindus believe about God?
- How are beliefs revealed in murtis?

Does the world belong to God?

- Do Hindus believe the world belongs to God?
- How do Hindus believe the world came about?

What can I learn from stories from religious traditions?

- Why are Hindu scriptures/stories important/sacred to Hindus?
- Why are stories of Hindu deities so important to Hindus?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how are the examples set by Hindu deities important to Hindus?
- Why and how are Hindu pandits important to Hindus?
- How do Hindus learn from the example of other Hindus including leaders, parents etc
- How do Hindus show reverence for their scriptures and show how important they are for them?

Should people take care of the world?

- Should Hindus take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 HINDUISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Some questions about <i>believing</i> in Hinduism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Hindus believe makes a person special? How do Hindus believe people should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What do Hindus believe about God? How are beliefs revealed in murtis? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Hindus believe the world belongs to God? How do Hindus believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> Why are Hindu scriptures/stories important/sacred to Hindus? Why are stories of Hindu deities so important to Hindus? 	<ul style="list-style-type: none"> What Hindu stories teach about how people should live with one another Learn that God takes many forms. Explore murtis (images of deities) and how they are cared for God cares for the environment seen through stories eg Krishna and the Kaliya serpent. The importance of caring for all living things including animals, plants valued for their uses. Hear stories about Hindu deities eg Krishna the Butter Thief, Rama as a child, Rama and Sita, stories about Ganesh Explore how Hindu scriptures/stories teach the importance of good overcoming evil 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Recall what Hindus believe about God; how they learn about God and show reverence for God; the qualities of the deities studied and how these might be met in daily life; what Hindus believe about caring for others and the environment Talk about what has interested them about Hindu beliefs and practices; their own beliefs about God <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; the qualities of the deities studied and how these might be met in daily life; Hindu beliefs about caring for others and the environment Ask, and respond sensitively to, questions about what has interested them about Hindu beliefs and practices; their own beliefs about God <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Hindu beliefs about God; ways in which Hindus learn about and show reverence for God; the qualities of the deities studied and how these might be met in daily life; Hindu beliefs about caring for others and the environment Ask important questions about their own and Hindu beliefs about God, recognising similarities and differences; their own and Hindu beliefs about caring for the environment

OPTIONAL KEY STAGE 1 HINDUISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Hinduism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how are the examples set by Hindu deities important to Hindus? ▪ Why and how are Hindu teachers important to Hindus? ▪ How do Hindus learn from the example of other Hindus including leaders, parents etc ▪ How do Hindus show reverence for their scriptures and show how important they are for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Hindus take care of the world? 	<ul style="list-style-type: none"> ▪ Consider lessons learned from and values expressed in stories about Hindu deities and teachers eg Ganesh, Krishna, Rama, Raven – especially stories about their childhoods which illustrate family values. Think about how these values should influence Hindu daily life ▪ Find out about examples of ways in which Hindus care for the environment 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Recall narratives about Hindu deities ▪ Recognise why Hindus might care for the world ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Identify why Hindus might care for the world ▪ Retell narratives about Hindu deities ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe what and how Hindus learn from stories about deities and Hindu teachers/priests ▪ Describe why Hindus might care for the world ▪ Identify how people and things influence them

OPTIONAL KEY STAGE 1 HINDUISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p align="center">Some possible questions about <i>belonging</i> in Hinduism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Hindu family? ▪ How do people belong to the Hindu community? ▪ How do Hindus use their places of worship? ▪ Does belonging to the Hindu community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - Rituals? 	<ul style="list-style-type: none"> ▪ Acknowledge that Hinduism is linked with Indian and Indian culture eg including food, dress, language ▪ Find out about the importance of showing respect and good manners to others eg use of greeting 'Namaste' ▪ Find out about home shrines and puja performed there ▪ Find out about Hindu festivals eg Diwali, Dusshera, Raksha Bandhana, Krishna's Birthday– how and why they are celebrated ▪ Explore links between the symbolism in some murtis and Hindu beliefs about them eg Ganesh and Krishna including their colours and clothes ▪ Find out about how Hindus welcome and celebrate the birth of a baby ▪ Find out about Hindu symbols and how and why they are used ▪ Consider how rituals can express beliefs 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise elements of Hindu family and community life; how and why Hindus celebrate selected special times; Hindu symbols and their use ▪ Talk about symbols they use in their daily lives ▪ Talk about where and how they feel they belong <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify elements of Hindu family and community life; how and why Hindus celebrate selected special times; Hindu symbols and their use ▪ Suggest meanings for the symbolism of selected murtis ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe elements of Hindu family and community life; how and why Hindus celebrate selected special times, Hindu symbols and their use; making links with Hindu narratives ▪ Identify how and where they feel they belong ▪ Identify symbols are used in their daily lives

Learning about Islam in KEY STAGE 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Muslim family?
- How do people belong to the Muslim community?
- How do Muslims use their places of worship?
- Does belonging to the Muslim community make a difference to people?

Are religious celebrations important to people?

- How and why do Muslims celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Muslims use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - Rituals?

BELIEVING

Who do I believe I am?

- What do Muslims believe makes a person special?
- How do Muslims believe they should treat others?

Is God important to everyone?

- What did the Prophet Muhammad teach people about God?
- Why are there not images of the Prophet Muhammad?

Does the world belong to God?

- Do Muslims believe the world belongs to God?
- How do Muslims believe the world came about?

What can I learn from stories from religious traditions?

- Why is the Qur'an important/sacred to Muslims?
- Why is the story of the life of the Prophet Muhammad so important to Muslims?
- What stories did the Prophet Muhammad tell and why did he tell them?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how is the Prophet Muhammad important to Muslims?
- Why and how is an imam important to Muslims?
- How do Muslims learn from the example of other Muslims including leaders, parents etc?
- How do Muslims show reverence for the Qur'an and show how important it is for them?

Should people take care of the world?

- Should Muslims take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 1 ISLAM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Islam</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Muslims believe makes a person special? How do Muslims believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What did the Prophet Muhammad teach people about God? Why are there not images of the Prophet Muhammad? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Muslims believe the world belongs to God? How do Muslims believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> Why is the Qur'an important/sacred to Muslims? Why is the story of the life of the Prophet Muhammad so important to Muslims? What stories did the Prophet Muhammad tell and why did he tell them? 	<ul style="list-style-type: none"> Worshipping and obeying God are central to Islam Islamic teachings about caring for one another There is only one God (Allah) and he has no partners God has many names – explore some of the 99 names God created the world and requires people to look after it. <p>Islamic study of the Qur'an and learning to recite it</p> <ul style="list-style-type: none"> Use of the Qur'an as a guide for living Stories from the life of the Prophet and stories he told eg. Muhammad as an orphan: father died, his mother looked after him as a single parent; mother died, he was looked after by extended family. <p>Mohammed received revelation: used to retreat to the mountain to meditate; account of first revelation on the mountain; Muhammad could not read or write</p> <p>The hijrah (migration) from Mecca to Medina, story of the spider in the cave, arrival in Medina and people singing</p>	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Recall Muslim beliefs about God, the world and the Qur'an; how Muslims show reverence for God and the Qur'an Recall some Muslim teachings about how people should treat themselves and others Talk about their own and Muslim beliefs about God; ways of showing respect/reverence for things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify Muslim beliefs about God, the world and the Qur'an; how Muslims show reverence for God and the Qur'an Identify some Muslim teachings about how and why people should value and care for themselves and others Ask, and respond sensitively to, questions about their own and Muslim beliefs about God; reasons for showing respect/reverence <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Muslim beliefs about God, the world and the Qur'an; how Muslims show reverence for God and the Qur'an Describe some Muslim beliefs about valuing and caring for one's self and others Ask important questions about their own and Muslim beliefs about God, recognising similarities and differences; reasons for showing respect/reverence; what influences them

OPTIONAL KEY STAGE 1 ISLAM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Islam</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how is the Prophet Muhammad important to Muslims? ▪ Why and how is an imam important to Muslims? ▪ How do Muslims learn from the example of other Muslims including leaders, parents etc ▪ How do Muslims show reverence for the Qur'an and show how important it is for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Muslims take care of the world? 	<ul style="list-style-type: none"> ▪ Explore values espoused by Muslims in their daily and family lives eg honesty, courtesy, respect for parents etc ▪ Hear stories from the life of the Prophet Muhammad and other influential Muslims and discuss what can be learned from them ▪ What is the role and value of an imam within the Muslim community? ▪ Ways in which Muslims often show reverence for the Qur'an eg washing before touching it, never placing it on the floor etc ▪ Teachings that encourage Muslims to care for the world 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise what Muslims learn from the life of the Prophet Muhammad ▪ Recall narratives about the Prophet Muhammad ▪ Recognise why Muslims might care for the world ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what Muslims learn from the life of the Prophet Muhammad ▪ Retell narratives about the life of the Prophet Muhammad ▪ Identify why Muslims might care for the world ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe what Muslims learn from the life of the Prophet Muhammad ▪ Describe why Muslims might care for the world ▪ Identify how people influence them

OPTIONAL KEY STAGE 1 ISLAM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Islam</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> ▪ What does it mean to belong to a Muslim family? ▪ How do people belong to the Muslim community? ▪ How do Muslims use their places of worship? ▪ Does belonging to the Muslim community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> ▪ How and why do Muslims celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> ▪ How and why do Muslims use symbols in <ul style="list-style-type: none"> - everyday life? - places of worship? - celebrations? - rituals? 	<ul style="list-style-type: none"> ▪ Explore practices of many Muslim families eg daily prayers, learning to read the Qur'an in Arabic, attending mosque and mosque school ▪ Explore practices associated with birth in Islam eg hearing the Adhan (call to prayer) ▪ Explore the significance, keeping and celebrating of Ramadan and Eid-ul-Fitr ▪ Islamic symbols eg the crescent moon and star, calligraphy, Tasbeeh (prayer) beads, features of a mosque etc 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise features of Muslim life and practice ▪ Recognise how and why Muslims celebrate selected special times; Muslim symbols ▪ Talk about their own experiences and feelings about celebrations; symbols they use in their daily lives ▪ Talk about how and where they feel they belong; <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify features of Muslim life and practice ▪ Identify ways in which Muslims celebrate selected festivals, suggesting meanings for some of the practices/customs; Islamic symbols suggesting meanings for them ▪ Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations ▪ Ask, and respond sensitively to, questions about how and where they feel they belong ▪ Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe features of Muslim life and practice ▪ Describe how and why Muslims celebrate selected festivals, including making links with Islamic texts ▪ Ask important questions about Muslim celebrations comparing them with their own experiences ▪ Identify how and where they feel they belong ▪ Identify ways symbols are used in their daily lives

Learning about Sikhism in Key Stage 1

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does it feel special to belong?

- What does it mean to belong to a Sikh family?
- How do people belong to the Sikh community?
- How do Sikhs use their places of worship?
- Does belonging to the Sikh community make a difference to people?

Are religious celebrations important to people?

- How and why do Sikhs celebrate important festival times?

Are symbols better than words at expressing religious beliefs?

- How and why do Sikhs use symbols in
 - everyday life?
 - places of worship?
 - celebrations?
 - rituals?

BELIEVING

Who do I believe I am?

- What do Sikhs believe makes a person special?
- How do Sikhs believe they should treat others?

Is God important to everyone?

- What did the gurus teach people about God?

Does the world belong to God?

- Do Sikhs believe the world belongs to God?
- How do Sikhs believe the world came about?

What can I learn from stories from religious traditions?

- Why is Guru Granth Sahib important/sacred to Sikhs?
- Why stories of the lives of the Gurus so important to Sikhs?

BEHAVING

Should people follow religious leaders and teachings?

- Why and how are the Gurus important to Sikhs?
- Why and how is a Sikh teacher important to Sikhs?
- How do Sikhs learn from the example of other Sikhs including leaders, parents etc
- How do Sikhs show reverence for the Guru Granth Sahib and show how important it is for them?

Should people take care of the world?

- Should Sikhs take care of the world?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages

OPTIONAL KEY STAGE 1 SIKHISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Sikhism</p> <p>Who do I believe I am?</p> <ul style="list-style-type: none"> What do Sikhs believe makes a person special? How do Sikhs believe they should treat others? <p>Is God important to everyone?</p> <ul style="list-style-type: none"> What did the gurus teach people about God? <p>Does the world belong to God?</p> <ul style="list-style-type: none"> Do Sikhs believe the world belongs to God? How do Sikhs believe the world came about? <p>What can I learn from stories from religious traditions?</p> <ul style="list-style-type: none"> Why is Guru Granth Sahib important/sacred to Sikhs? Why stories of the lives of the Gurus so important to Sikhs? 	<ul style="list-style-type: none"> Attaining Godly virtues by controlling the mind (subduing vices) Sikh belief in equality of all people http://www.realsikhism.com/index.php?subaction=showfull&id=1248311402&ucat=7 There is only one God, God made everything. See Mool Mantar- http://www.bbc.co.uk/schools/gcsebitesize/rs/god/sikhismrev2.shtml Names for God eg Waheguru – Wonderful Lord, symbol Ik Onkar – One God See Bhai Ghaneya for Sikh treatment of others- http://www.sikhnet.com/stories/audio/bhai-ghaneya-singh See following for creation- http://www.sikhanswers.com/god-and-his-universe/creation-of-world/ More important of Guru Granth Sahib- (bottom of page) http://www.sikhismguide.org/granth.aspx Sakhis (stories) play an important role within the lives of Sikhs. Sakhis give moral, religious and social lessons, for Sakhis to share with children see http://www.sikhnet.com/stories/list 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Recall stories about the lives of Sikh Gurus; Sikh beliefs about God, the world and the Guru Granth Sahib; how Sikhs show reverence for the Guru Granth Sahib Talk about their own and Sikh beliefs about God and the world; ways of showing respect/reverence for other people and things <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify Sikh beliefs about God, the world and the Guru Granth Sahib; how Sikhs show reverence for Guru Granth Sahib Retell stories about the lives of the Gurus Ask, and respond sensitively to, questions about their own and Sikh beliefs about God and the world; reasons for showing respect/reverence for people and things <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Sikh beliefs about God, the world and the Guru Granth Sahib; how Sikhs show reverence for Guru Granth Sahib; why stories about the Gurus are important to Sikhs Ask, and respond sensitively to, questions about their own and Sikh beliefs about God and the world, recognising similarities and differences; reasons for showing respect/reverence for people and things

OPTIONAL KEY STAGE 1 SIKHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Sikhism</p> <p>Should people follow religious leaders and teachings?</p> <ul style="list-style-type: none"> ▪ Why and how are the gurus important to Sikhs? ▪ How do Sikhs learn from the example of other Sikhs including leaders, parents etc ▪ How do Sikhs show reverence for the Guru Granth Sahib and show how important it is for them? <p>Should people take care of the world?</p> <ul style="list-style-type: none"> ▪ Should Sikhs take care of the world? 	<ul style="list-style-type: none"> ▪ Explore what stories about the lives of the Gurus and influential Sikhs teach Sikhs about how they should live eg Bhai Ghanaya, Guru Har Gobind's Cloak [Diwali], Malik Bhago and Lalo http://www.sikhnet.com/stories/audio/bhai-ghaneya-singh http://www.sikhnet.com/stories/audio/honest-work-lalo ▪ Find out about Guru Granth Sahib, what it looks like, how it is treated, how it is read, and why it is holy- http://www.sikhanswers.com/sacred-literature-sikh-studies/sri-guru-granth-sahib-ji/ http://www.sikhismguide.org/granth.aspx ▪ Sikh beliefs about responses to the environment Find out about Guru Har Rai http://www.sikhnet.com/stories/audio/court-guru-har-rai-ji http://www.sikhnet.com/stories/audio/har-rai-ji-gentle http://www.sikhnet.com/stories/audio/guru-har-rai-and-pot 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise what Sikhs learn from the lives of the Gurus and other Sikhs ▪ Recall narratives about the Gurus ▪ Recognise why Sikhs might care for the world ▪ Talk about how they learn from people they admire/respect <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify what Sikhs learn from the lives of the Gurus ▪ Retell narratives about the Gurus ▪ Identify why Sikhs might care for the world ▪ Recognise how their values are influenced by people they admire/respect <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe what Sikhs learn from the lives of the Gurus ▪ Describe why Sikhs might care for the world ▪ Identify how people influence them

OPTIONAL KEY STAGE 1 SIKHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Sikhism</p> <p>Does it feel special to belong?</p> <ul style="list-style-type: none"> What does it mean to belong to a Sikh family? How do people belong to the Sikh community? How do Sikhs use their places of worship? Does belonging to the Sikh community make a difference to people? <p>Are religious celebrations important to people?</p> <ul style="list-style-type: none"> How and why do Sikhs celebrate important festival times? <p>Are symbols better than words at expressing religious beliefs?</p> <ul style="list-style-type: none"> How and why do Sikhs use symbols in <ul style="list-style-type: none"> everyday life? places of worship? celebrations? Rituals? 	<ul style="list-style-type: none"> Find out about examples of Sikh family/home life http://www.sikhiwiki.org/index.php/Family_in_Sikhism http://www.sikhiwiki.org/index.php/Message_of_Guru_Granth_Sahib Amrit ceremony (initiation)- http://www.sikhanswers.com/worship-ceremonies-institutions/sikh-initiation-amrit/ For how Sikhs use their place of Worship see http://www.sikhanswers.com/worship-ceremonies-institutions/sikh-gurdwara/ http://www.sikhanswers.com/worship-ceremonies-institutions/sikh-worship-in-gurdwara/ http://www.sikhanswers.com/category/worship-ceremonies-institutions/ (articles on Kirtan, Katha, ceremonies, Paath-reading Guru Granth Sahib) Explore Sikh festivals eg Divali, Guru Nanak's Birthday, how and why they are celebrated in the Gurdwara and at home- http://www.sikhanswers.com/worship-ceremonies-institutions/mention-the-important-sikh-festivals/ http://www.sikhiwiki.org/index.php/Sikh_festivals http://www.bbc.co.uk/religion/religions/sikhism/ Explore how babies are traditionally named using the Guru Granth Sahib-http://www.sikhanswers.com/worship-ceremonies-institutions/naming-ceremony-among-the-sikhs/ For another ceremonies (initiation[see above], wedding and death see below) http://www.sikhanswers.com/worship-ceremonies-institutions/anand-kaaraj/ http://www.sikhanswers.com/worship-ceremonies-institutions/death-ceremony-among-the-sikhs/ Find out about Sikh symbols eg the Five Ks, Ik Onkar, Khanda, Hair and Turban- Dastar (Children could try on Turbans- see youtube for videos on how to tie a turban) http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml http://www.sikhanswers.com/sikh-articles-of-faith-identity/what-is-the-significance-of-hair-kesh-for-sikhs/ http://www.sikhanswers.com/sikh-articles-of-faith-identity/significance-of-the-sikh-turban/ 	<p>Pupils working at level 1 will be able to use some religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Recognise features of Sikh life and practice Recognise how and why Sikhs celebrate selected special times; Sikh symbols Talk about how and where they feel they belong; their own experiences and feelings about celebrations; symbols they use in their daily lives <p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify features of Sikh life and practice Identify ways in which Sikhs celebrate selected festivals, suggesting meanings for some of the practices/customs; Sikh symbols suggesting meanings for them Ask, and respond sensitively to, questions about how and where they feel they belong Ask, and respond sensitively to, questions about their own and other people's experiences of and feelings about celebrations Recognise how symbols are used in their daily lives <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe features of Sikh life and practice Describe how and why Sikhs celebrate selected festivals, including making links with Sikh narratives texts Identify how and where they feel they belong; Ask important questions about Sikh celebrations comparing them with their own experiences Identify ways symbols are used in their daily lives

Appendix B

Key Stage 2

CORE KEY STAGE 2 CHRISTIANITY: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Christianity</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> Does believing in God make a difference to how Christians live? Do the teachings and example of Jesus provide a framework for leading a good life? Do the teachings of the New Testament help Christians know what a good life looks like? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> How do different groups of Christians interpret the Bible? Are different types of writing in the Bible true in different ways? Is personal spiritual experience more important than the Bible for Christians in understanding their religion? How do Christians use the Bible to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <p>What do Christians believe about life after death and why?</p>	<ul style="list-style-type: none"> Christian beliefs about the Trinity ie God as Father, Son and Holy Spirit Christian responses to ideas about the creation eg narrative in Genesis 1-2:4 especially 1:27- 2:4, Psalms 8 and 148 praising God's creation Christian responses to the life, teachings (including those about all people being equal in the sight of God, forgiveness and caring for others), miracles, crucifixion and resurrection of Jesus. Christian beliefs about Jesus as a personal saviour. What is meant by salvation? Teachings of the early Christians in the New Testament epistles which set out guidance for a Christian life eg Corinthians ch 13 Christian beliefs about the Holy Spirit being a guide and comforter eg in hymns/songs and readings about the Holy Spirit, people's accounts of the influence of the Holy Spirit The Bible as a library of books of different genres divided into Old and New Testaments Literal and metaphorical interpretations of the Bible The writings/experiences of Christians through the ages eg Apostles and Nicene Creeds; William Wilberforce, Elizabeth Fry, William Booth, Desmond Tutu, Julian of Norwich Use of the Bible in corporate and private worship The Bible is used as a source of inspiration and guidance for worship and ways of living Stories told by Jesus and other readings from the Bible which show the nature of God Significance of sermons in worship Christian interpretations of the resurrection of Jesus as evidence of life after death Christian beliefs and teachings about life after death, resurrection of the body, heaven, the Kingdom of God 	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> Identify Christian beliefs about God, the world and human life/death; how the teachings and example of Jesus and other teachings found in the Christian Bible are used Recognise that questions about God, the world and human life/death are difficult to answer Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Make links between Christian texts and beliefs about God, the world and human life/death Describe Christian beliefs about God; how the teachings and example of Jesus and other teachings found in the Christian Bible are used by Christians Identify what/who influences their beliefs about God, the world and human life/death; how and to what/whom they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe and show understanding of Christian beliefs about God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how the teachings and example of Jesus and other teachings found in the Christian Bible are used Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about God, the world and human life/death <p>Pupils working at level 5 will be able to use an increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> Show understanding of how Christian beliefs about God, the world and human life/death are similar to and distinct from the beliefs of other religions Explain how Christians use the teachings and example of Jesus and other teachings found in the Christian Bible; what they teach about God, the world and human life/death Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life/death, explaining what influences their beliefs

CORE KEY STAGE 2 CHRISTIANITY: BEHAVING		
Learning About Religion	Content	Exemplar Expectations
<p>Possible questions about <i>behaving</i> in Christianity</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How does Jesus influence and inspire Christians? How do Christians' beliefs about Jesus make a difference to their lives? How do Christians' beliefs about the Holy Spirit make a difference to daily lives? How has Christianity inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Christians believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Christians to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Christian family? How might a Christian background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <p>How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>	<ul style="list-style-type: none"> Exploration of the influence of some key people, local and more widely known, past and present, who have inspired Christians through their teaching and/or example eg <ul style="list-style-type: none"> Jesus – friend, saviour, Lord Saints eg Mary, Paul local people including religious leaders well-known Christians of influence eg John Wesley, George Fox, Martin Luther King, Nicky Cruz, Terry Waite, Billy Graham, Edith Cavell, Gladys Aylward, Mary Seacole, Joan of Arc Exploration of the influence of some mission and caring organisations eg <ul style="list-style-type: none"> St John's Hospitalers St Thomas' Hospital World Vision Scripture Union Christian rules, codes and traditions and their implications for day to day life eg <ul style="list-style-type: none"> The Ten Commandments The Sermon on the Mount (Matthew 5-7) including the Golden Rule (Treat others as you would like them to treat you) Teaching about forgiveness eg the parable of the Prodigal Son, Luke ch 15, the Lord's Prayer Charitable works eg James Ch2 Importance to Christians of church worship, festivals (e.g.lent), baptism, Bible study, prayer and Sunday School If possible speak with members of Christian families about how they practice their faith at home Exploration of the work of Christian charities and groups that work on global issues of human rights, fairness, social justice and environmental issues eg <ul style="list-style-type: none"> Christian Aid, Oxfam, Tear Fund, Leprosy Mission, CAFOD; Christian declaration about the environment, Assisi in 1986 Work of local churches and Christian groups for the benefit of the community. If possible speak with members of local churches about what their church does in the community and why 	<p>Pupils working at level 2 will be able to use religious words and phrases to</p> <ul style="list-style-type: none"> Identify ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact Begin to show awareness of similarities between following Christianity and following some other religions Recognise similarities/differences between their own values and Christian values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact Recognise similarities/differences between following Christianity and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact Describe similarities/differences between following Christianity and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> Explain ways in which being a Christian affects how people live within their families, local communities and the wider world; what, why and how Christians learn from Jesus, Christian role models and teachers; why and how Christians follow certain rules, codes and traditions and their impact Show they understand ways in which following Christianity is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world

CORE KEY STAGE 2 CHRISTIANITY: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Christians believe it is important to worship and worship together? ▪ How are churches used for worship? ▪ Why and how do Christians celebrate their festivals? ▪ Why and how are rites of passage marked publicly? ▪ What value do some Christians find in private prayer and worship? ▪ Why and where do Christians go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Christians mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts? 	<ul style="list-style-type: none"> ▪ The importance of worship for Christians. If possible speak with Christians about why it is important for them to worship with others. ▪ Explore different styles of Christian worship especially those represented in your area to include different styles of celebrating the eucharist ▪ Ways in which celebrating Christian festivals remind people about central beliefs of their faith eg Advent, Christmas, Epiphany, Lent, Good Friday, Easter, Ascension, Pentecost, Harvest ▪ The importance for many Christians to mark rites of passage in Christian ceremonies eg infant baptism and dedication ceremonies, confirmation, believers' baptism, marriage ▪ Explore ways in which Christians engage in private prayer and worship ▪ Christian pilgrimage eg to Israel including Bethlehem and Jerusalem, Lourdes, Rome, Taize, Canterbury, Iona, Walsingham ▪ Christian funerals and how they illustrate beliefs about life after death ▪ Christian beliefs about life after death ▪ Concept of heaven ▪ Examples of Christian beliefs expressed in eg art, architecture, drama, literature, music and the use of the Bible as the basis for songs, films etc ▪ Significance and meaning of symbols used to express Christian beliefs eg Cross, crucifix, light, fish, rainbow, dove, water, bread and wine, colours, dress, symbolic features of churches 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Ask, and respond sensitively to, questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Make links between Christian festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show understanding of the links between Christian festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of: features of Christian worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show they understand the links between Christian festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Christian beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art

CORE KEY STAGE 2 HINDUISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Hinduism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> Does believing in God make a difference to how Hindus live? Do the teachings and example of deities provide a framework for leading a good life? How do different deities help to reveal the nature and will of God? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> How do Hindus interpret their holy writings for today? How do Hindus use their holy writings to learn about God, the world and human life? Is personal spiritual experience more important than the holy writings for Hindus in understanding their religion? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> What do Hindus believe about life after death and why? 	<ul style="list-style-type: none"> God is revealed, and can be worshipped, in a variety of forms, both male and female. God understood by some to be in everything Explore symbolism and significance of a range of deities eg the Trimurti (Brahma, Vishnu, Shiva), Ganesh, Hanuman, Krishna, Lakshmi, Parvati, Rama through murtis and stories Find out about some Hindu scriptures eg Bhagavad Gita, Ramayana, Puranas (Stories) and Vedas Investigate some key beliefs of Hinduism eg atman (soul), Brahman (spirit), cyclical nature of life/time, samsara (cycle of birth, life, death and rebirth), karma (the idea that good actions bring good results and bad actions bring bad results; the law of action and reaction), dharma (duty), moksha (liberation or release from rebirth), sometimes called 'Nirvana' (cessation of material life) Read and interpret extracts from Hindu scriptures 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Retell Hindu narratives that teach about the self, life/death, God and the world Identify different deities and what they might reveal about God; Hindu sacred writings and how they are used in ceremonies and to guide Hindu living Recognise that questions about the self, life/death, God and the world are difficult to answer Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Make links between Hindu narratives and beliefs about the self, life/death, God, and the world Describe some Hindu deities and what they might reveal about God; how Hindu sacred writings are used in worship and as a guide to life (including providing personal values, codes of conduct, guides to prayer and worship) Ask important questions about their own and other people's beliefs about the self, life/death, God, and the world Identify what/ who influences their beliefs and actions <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Hindu beliefs about the self, life/death, God, and the world; some similarities/differences between these and the beliefs of other religions; how Hindu sacred writings are used eg to provide them with personal values etc (as above) Suggest why deities are depicted as they are Raise, and suggest answers to, questions about what/who inspires them; their own and other people's beliefs about the self, life/death, God, and the world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show understanding of how Hindu beliefs about the self, life/death, God, and the world are similar to and distinct from the beliefs of other religions; what deities reveal about the nature of God Explain how Hindus use their sacred writings eg as a source of personal values, codes of conduct and guides to prayer and worship; what they teach about the self, life/death, God, and the world Ask, and suggest answers to, questions about their own and other people's beliefs about the self, life/death, God, and the world, explaining what influences their beliefs and actions

CORE KEY STAGE 2 HINDUISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Hinduism</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> ▪ How do different deities influence and inspire Hindus? ▪ How do Hindus' beliefs about God/deities make a difference to their lives? ▪ How have Hindu beliefs and teachings inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> ▪ By what rules, codes and traditions do Hindus believe they should live their lives? ▪ What difference does it make to try to live by these rules, codes and traditions? ▪ Do all these rules, codes and traditions encourage Hindus to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> ▪ What might it mean to grow up in a Hindu family? ▪ How might a Hindu background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus respond to global issues? 	<ul style="list-style-type: none"> ▪ Explore lessons learned from the examples of Hindu deities, people, teachers, leaders eg Vishnu, Shiva, Ganesh, Hanuman, Krishna, Lakshmi, Parvati, Rama, Durga Mata; Akhandadhi Das, Gandhi, Sai Baba, Swaminarayan, Swami Vivekanand ▪ Consider the impact of the concepts of dharma (eg eternal law – Sanatana Dharma – and codes for different stages of life – ashamas – and status defined by birth – varna) and karma on the lives of individual Hindus ▪ Find out about codes of conduct accepted by many Hindus including the idea of living without violence (ahimsa) ▪ Find out about how children learn about worship, food and fasting practices at home. ▪ Find out about your most local Hindu communities ▪ Examples of Hindu contributions to society locally and farther afield, past and present and their influence on others eg Sewa, the work of Gandhi 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world; why and how Hindus follow certain rules, codes and traditions ▪ Begin to show awareness of similarities between following Hinduism and following some other religions ▪ Recognise similarities/differences between their own values and Hindu values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world; why and how Hindus follow certain rules, codes and traditions and their impact ▪ Recognise similarities/differences between following Hinduism and following some other religions ▪ Identify what/who influences how they live within their families, local communities and the wider world recognising similarities/differences with Hinduism <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world; why and how Hindus follow certain rules, codes and traditions and their impact ▪ Describe similarities/differences between following Hinduism and following some other religions ▪ Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain ways in which following the Hindu tradition affects how people live within their families, local communities and the wider world, why and how Hindus follow certain rules, codes and traditions and their impact ▪ Show they understand ways in which following Hinduism is similar to and distinct from following some other religions ▪ Explain what/who influences how they live within their families, local communities and the wider world

CORE KEY STAGE 2 HINDUISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Hinduism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Hindus believe it is important to worship and sometimes worship together? ▪ How are shrines used for worship? ▪ Why and how do Hindus celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What value do some Hindus find in private prayer and worship? ▪ Why and where do Hindus go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Hindus mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols? 	<ul style="list-style-type: none"> ▪ Learn about Hindu meditation and puja eg arti (welcoming ceremony), prashad (sacred food), use of lights, incense, bells etc ▪ Draw links between features of shrines and mandirs and some key beliefs of Hinduism eg how murtis express Hindu understanding of the nature of God ▪ Find out about places Hindus might visit on pilgrimage eg Gangotri (source of the Ganges), Rameshvara, Dwaraka, Gaya, Varanasi (city on the Ganges associated with Shiva), Vrindavan (place associated with Krishna), Ayodhya (birthplace of Rama), Vaishnavi Devi Mata near Kashmir, why pilgrims go there and what they do ▪ Find out about Hindu festivals eg Holi, Dassehra, Divali, Ramnavami, Janmashtami, Kumbha Mela ▪ Find out about samskars or Hindu rites of passage ceremonies eg birth, sacred thread, marriage and funerals ▪ Explore Hindu beliefs about the purpose of life including dharma, karma and moksha and their impact of life ▪ Explore how Hindu beliefs about samsara, moksha (nirvana) make a difference to the lives of Hindus ▪ Explore ways in which Hindus express their beliefs through symbols and art eg images of deities, gestures in worship 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Ask, and respond sensitively to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Make links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show understanding of the links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of: features of Hindu worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; food, clothes, symbols and art ▪ Show they understand the links between Hindu festivals, rites of passage, places of worship, pilgrimages, food, clothes, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Hindu beliefs about life and death; experiences of worship, celebration, expression of ideas through food, clothes, symbols and art

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about believing in Sikhism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Sikhs live? ▪ Do the teachings and example of the Gurus provide a framework for leading a good life? ▪ Do the teachings of the Guru Granth Sahib help Sikhs know what a good life looks like? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Sikhs interpret the Guru Granth Sahib? ▪ Are different types of writing in the Guru Granth Sahib true in different ways? ▪ Is personal spiritual experience more important than the Guru Granth Sahib for Sikhs in understanding their religion? ▪ How do Sikhs use the Guru Granth Sahib to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Sikhs believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Explore Sikh beliefs about God expressed in the MoolMantar e.g. Creator, Sustainer etc http://www.sikhiwiki.org/index.php/Mool_Mantar ▪ Sikh belief that God is the God of all – equality of all people, responsibility for God’s people ▪ The lives of the Guru are used as examples of how to life a good life. See http://www.sikhnet.com/stories/list ▪ Find out about how the Guru Granth Sahib is cared for, how it is revered and used in the Gurdwara ▪ Find out about different writings in the Guru Granth Sahib ▪ Sikhs read, reflect on the Guru Granth Sahib, see http://www.sikhiwiki.org/index.php/Message_of_Guru_Granth_Sahib For Guru Granth Sahib on God- http://www.sikhiwiki.org/index.php/SGGS_on_God World- http://www.sikhiwiki.org/index.php/Guru_Granth_Sahib_on_the_Univers_e Human Life- http://www.sikhanswers.com/principles-and-concepts/what-is-the-goal-of-human-life/ ▪ Sikh belief in reincarnation http://www.bbc.co.uk/schools/gcsebitesize/rs/death/sikhbeliefrev2.shtml 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell Sikh narratives that teach about God, the world and human life/death ▪ Identify Sikh beliefs about God; how the Guru Granth Sahib came into being, how it is used by Sikhs today, ways in which Sikhs show how important it is ▪ Recognise that questions about God, the world and human life/death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Sikh narratives/texts and beliefs about God, the world and human life/death ▪ Describe Sikh beliefs about God; how the Guru Granth Sahib came into being, how it is used by Sikhs today and ways in which Sikhs show how important it is ▪ Identify what/who influences their beliefs about God, the world and human life/death; how and to what/whom they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Sikh beliefs about God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how the Guru Granth Sahib came into being and is now used by Sikhs ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about God, the world and human life/death <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Sikh beliefs about God, the world and human life/death are similar to and distinct from the beliefs of other religions ▪ Explain how Sikhs use the Guru Granth Sahib; what it teaches about God, the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about God, the world and human life/death, explaining what influences their beliefs

CORE KEY STAGE 2 SIKHISM: BEHAVING

Learning about religion	Content	Exemplar expectations

<p>Some possible questions about <i>behaving in Sikhism</i></p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How do the Gurus influence and inspire Sikhs? How do Sikhs' beliefs make a difference to their lives? How has Sikhism inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Sikhs believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Sikhs to behave well towards others? <p>Does living out parents' religious beliefs/traditions e.g. Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Sikh family? How might a Sikh background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Sikhs respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Find out about the ten Gurus with particular emphasis on Guru Nanak and Guru Gobind Singh. Learn the meaning of the term, 'Guru' http://www.sikhnet.com/stories/list See for stories on Gurus. Explore stories from the lives of the Gurus and how they inspire and teach Sikhs to live as their religion requires (see above link) Find out about more recent Sikhs who have inspired others e.g., Puran Singh http://www.sikhanswers.com/sikh-history-personalities/pingalwara-amritsar/ Learn about Sikh values e.g. Nam Simran (meditation on the Sikh idea of God), Kiratkarna (supporting oneself by honest means), Sewa (service), Vandchhakna (helping others) and how Sikhs live them out in their lives. See for Sikh rules, codes and traditions http://www.sgpc.net/sikhism/sikh-dharma-manual.html http://www.sikhanswers.com/rehat-maryada-code-of-conduct/code-of-discipline-for-the-khalsa/ Explore the significance of the Amrit ceremony marking commitment to Sikhism Learn about Sikh symbols of identity e.g. the 5Ks, use of the names Kaur and Singh, Turban For family information see http://www.sikhiwiki.org/index.php/Family_in_Sikhism http://www.sikhiwiki.org/index.php/Message_of_Guru_Granth_Sahib Find out about your most local Sikh communities and examples of Sikh contributions to society locally and farther afield, past and present and their influence on others. Draw on local examples where possible. Make links between beliefs and practice. A number of Sikh organisations respond to different issues , visit links- http://swatuk.orghttp://www.unitedsikh.orghttp://www.prisonerwelfare.comhttp://www.khalsaaid.org/ 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Retell narratives about the Gurus which show their importance to Sikhs Identify ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Begin to show awareness of similarities between following Sikhism and following some other religions Recognise similarities/differences between their own values and Sikh values they have learned about; how they respond to global issues; <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Recognise similarities/differences between following Sikhism and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being a Sikh affects how people live within their families, local communities and the wider world; what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Describe similarities/differences between following Sikhism and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain ways in which being a Sikh affects how people live within their families, local communities and the wider world, what, why and how Sikhs learn from the lives of the Gurus and the example of more recent inspiring Sikhs; why and how Sikhs follow certain rules, codes and traditions and their impact Show they understand ways in which following Sikhism is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world
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CORE KEY STAGE 2 SIKHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Sikhism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ Why do Sikhs believe it is important to worship and worship together? ▪ How are gurdwaras used for worship? ▪ Why and how do Sikhs celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What value do some Sikhs find in private prayer and worship? ▪ Why and where do Sikhs go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Sikhs mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> ▪ How have Sikhs expressed some of their most important ideas, beliefs and personal experiences through the arts? 	<ul style="list-style-type: none"> ▪ Explore how Sikhs worship in gurdwaras e.g. kirtan (hymns), ardas (prayer), shoes removed, heads covered, offerings made, Karah Parshad, Akhand Path etc. http://www.bbc.co.uk/religion/religions/sikhism/ritesrituals/worship.shtml ▪ Find out about the significance of features of gurdwaras and symbols and their significance/meaning e.g. takht, chauri, no seats, langar, pictures of Gurus, the Nishan Sahib, IkOnkar, Khanda etc http://www.sikhanswers.com/category/worship-ceremonies-institutions/ (articles on Kirtan, Katha, ceremonies, Paath-reading Guru Granth Sahib) ▪ Festival celebrations e.g. Baisakhi, Divali, Guru Nanak's Birthday – what and how they are celebrated http://www.bbc.co.uk/religion/religions/sikhism/ see Holy Days section. ▪ Birth, Amrit initiation, Marriage (AnandKaaraj) ceremonies and funerals http://www.sikhanswers.com/category/worship-ceremonies-institutions/ (articles on all four ceremonies) ▪ Explore Sikh beliefs in Samsara (the cycle of birth, life and rebirth) and, with God's help, the achievement of union with God ▪ Find out about the Golden Temple, what happens there and why Sikhs might choose to visit it e.g. on pilgrimage http://www.sikhanswers.com/principles-and-concepts/value-of-pilgrimage/ ▪ See following for death ceremony/ views on death http://www.sikhanswers.com/worship-ceremonies-institutions/death-ceremony-among-the-sikhs/ http://www.sikhanswers.com/principles-and-concepts/what-is-the-sikh-attitude-towards-death/ ▪ Pictures of the Gurus and other important historical figures/events express religious feelings; however they are not used in worship. Music plays a very important role within Sikh worship- see http://www.sikhanswers.com/worship-ceremonies-institutions/sacred-music-kirtan/ Role plays are sometimes used to enact important historical events; however the role of the Gurus cannot be acted out by anyone. For an upcoming Sikh painter see http://www.artofpunjab.com/ 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Ask, and respond sensitively to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Make links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask important questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show understanding of the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of features of Sikh worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art ▪ Show they understand the links between Sikh festivals, rites of passage, places of worship, pilgrimages, symbols, art and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Sikh beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art

Learning about the Baha'i faith in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Baha'is believe it is important to worship and worship together?
- How are Baha'i places of worship used for worship?
- Why and how do Baha'is celebrate their festivals?
- Why and how are rites of passage marked publicly?
- What value do some Baha'is find in private prayer and worship?
- Why and where do Baha'is go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Baha'is mark a person's death?

Can the arts help communicate religious beliefs?

- How have Baha'is expressed some of their most important ideas, beliefs and personal experiences through the arts?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Baha'is live?
- Do the teachings and example of the Bab, Baha'u'llah and Abdu'lBaha provide a framework for leading a good life?
- Do the teachings of Baha'i holy writings help Baha'is know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- Explore whether there are different interpretations of Baha'i holy writings?
- Is personal spiritual experience more important than holy writings for Baha'is in understanding their religion?
- How do Baha'is use their holy writings to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Baha'is believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How do the Bab, Baha'u'llah and Abdu'lBaha influence and inspire Baha'is?
- How do Baha'i beliefs make a difference to their lives?
- How has the Baha'i faith inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Baha'is believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Baha'is to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Baha'i family?
- How might a Baha'i background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Baha'is respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 BAHAI: BELIEVING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>believing</i> in the Baha'i faith</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> Does believing in God make a difference to how Baha'is live? Do the teachings and example of the Bab, Baha'u'llah and Abdu'lBaha provide a framework for leading a good life? Do the teachings of Baha'i holy writings help Baha'is know what a good life looks like? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> Explore whether there are different interpretations of Baha'i holy writings? Is personal spiritual experience more important than holy writings for Baha'is in understanding their religion? How do Baha'is use their holy writings to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> What do Baha'is believe about life after death and why? 	<ul style="list-style-type: none"> Explore beliefs about the oneness of God and how Baha'is believe God communicates with humanity. Look at the lives of The Bab, Baha'u'llah, 'Abdu'lBaha (including his time in the UK) and Shoghi Effendi; understand the different stations they hold in relation to God. Explore the guidance provided in Baha'i holy writings on how to live a good life Find out about the Baha'i scriptures and how they are used. Explore what Baha'is believe about life after death 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha; Baha'i writings and how they are used Recognise that questions about God are difficult to answer Ask questions and respond sensitively to their own and others beliefs about God and people who have influenced their thinking about how to live <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha; how Baha'i writings are used Ask important questions about their own and Baha'i beliefs about God, identifying any links Identify people who have influenced them and compare this with the influence of The Bab, Baha'u'llah and 'Abdu'lBaha on Baha'is and their thinking about how to live <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Baha'i beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha; how Baha'i writings are used; similarities and differences between Baha'i beliefs and those of other religions they have studied Raise and suggest answers to questions about their own and Baha'i beliefs about God and how to live <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show understanding that Baha'is have distinctive beliefs about God, The Bab, Baha'u'llah and 'Abdu'lBaha Explain how Baha'i writings are used to provide answers to ultimate questions and ethical issues; Explain what influences and inspires them; what they consider to be the challenges of belonging to the Baha'i faith

OPTIONAL KEY STAGE 2 BAHAI: BEHAVING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>behaving</i> in the Baha'i faith</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How do the Bab, Baha'u'llah and Abdu'lBaha influence and inspire Baha'is? How do Baha'i beliefs make a difference to their lives? How has the Baha'i faith inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Baha'is believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Baha'is to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Baha'i family? How might a Baha'i background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Baha'is respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Consider the belief that 'Abdu'lBaha represents a perfect example to be followed Find out about the influence of the Bab and Baha'u'llah Investigate the Baha'i administrative system, the role of the Local and National Spiritual Assemblies Investigate your local Baha'i community and find out some of the things they do. Look up stories about Baha'is who have suffered for their Faith e.g. Mona Mahmudnizhad Find out about the Baha'i calendar Learn about the Baha'i principles of unity, equality of races and sexes, education for all and the abolition of extremes of poverty and wealth. Practical examples such as involvement in Agenda 21, Assisi Declaration etc Individual investigation of truth is the right and duty of everyone. Baha'is believe that we must seek truth in every aspect of our lives. It is important to ask questions. So no-one becomes a Baha'i because their parents were Baha'is. Baha'i parents have a duty to educate their children to be lovers of truth and justice, to seek for themselves. We have all been created by God, Baha'is believe, and the lives and teachings of His Manifestations are our best guide to understanding our purpose and, through love for God and service to humanity, finding our identity and becoming happy and joyful beings. 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify ways in which being a Baha'i affects a person's life as an individual and within local communities and in the wider world; some lessons Baha'is learn from the life of 'Abdu'lBaha Ask and respond sensitively to questions about the impact of the Baha'i faith on believers and about how their lives might be similar/different from those of Baha'is Recognise people and beliefs that influence them <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being a Baha'i affects a person's life as an individual and within local communities and in the wider world Make links between what most influences the lives of Baha'is, lessons they learn from the life of 'Abdu'lBaha and Baha'i beliefs; lessons learned from the life of 'Abdu'lBaha and their own values and commitments Identify people and beliefs that influence them <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact being a Baha'i has on a person's life as an individual and within local communities and the wider world; how lessons learned from the life of 'Abdu'lBaha are linked with important Baha'i beliefs Raise and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain how the beliefs and practices of Baha'is have an impact on their lives as individuals and within local communities and in the wider world; what lessons Baha'is learn from the life of 'Abdu'lBaha Ask and suggest answers to questions about how their lives and the lives of Baha'is are affected by beliefs, values and influences

OPTIONAL KEY STAGE 2 BAHAI: BELONGING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>belonging</i> in the Baha'i faith</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> Why do Baha'is believe it is important to worship and worship together? How are Baha'iplaces of worship used for worship? Why and how do Baha'is celebrate their festivals? Why and how are rites of passage marked publicly? What value do some Baha'is find in private prayer and worship? Why and where do Baha'is go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> How and why do Baha'is mark a person'sdeath? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> How have Baha'is expressed some of their most important to a very ideas, beliefs and personal experiences through the arts? 	<ul style="list-style-type: none"> Worship in the home, obligatory and personal prayer. The design and symbolism of the House of Worship, its purpose and functions Pilgrimage to the shrines in Baghdad, Shiraz and Haifa (it is only possible to visit the latter at the present time). Find out about Baha'i rites of passage Baha'i beliefs about life after death and how funerals are conducted Find out about the nine Baha'i Holy Days and how they are celebrated, especially Ridvan and naw-Ruz Investigate the use of the "Greatest Name", the Ringstone symbol and nine-pointed star, the importance of numbers especially nine and nineteen, use of Arabic and Persian calligraphy. 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify features of Baha'i home worship, Houses of Worship, pilgrimages, festivals and rites of passage and how important these are for believers Suggest meanings for Baha'i symbols and rituals Ask and respond sensitively to questions about the impact of their own and Baha'i experiences of worship, celebration, traditions, expression of ideas through symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe features of Baha'i home worship, Houses of Worship, pilgrimages, festivals and rites of passage and how important these are for believers Make links between Baha'i symbols and rituals and the beliefs they express Ask important questions about the impact of their own and Baha'i experiences of worship, celebration, traditions, expression of ideas through symbols <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Baha'i worship, Houses of Worship, pilgrimages, festivals, and rites of passage; similarities/differences between Baha'i worship, pilgrimages, festivals rites of passage and symbolism and those of other religions studied Suggest meanings for Baha'i symbolism and rituals Raise, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, traditions, expression of ideas through symbols <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain features of Baha'i worship, Houses of Worship, pilgrimages, festivals and rites of passage and how they are similar/different to/from those of other religions they have studied, suggesting reasons for this; how Baha'i symbolism expresses the beliefs of the religion Ask, and suggest answers to, questions about their own and Baha'i identities as expressed in experiences of worship, celebration, traditions, expression of ideas through symbols and the challenges these can pose

Learning about Buddhism in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- How and why are Buddhist shrines used?
- How and why do Buddhists meditate?
- Why and how are rites of passage marked publically?
- Why and how do Buddhists celebrate their festivals?
- Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why?

How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?

- How and why do Buddhists mark a person's death?

Can the arts help communicate religious beliefs?

- How have Buddhists expressed some of their most difficult ideas, beliefs and personal experiences through the arts?
- How do Buddhist shrines illustrate key Buddhist beliefs?

BELIEVING

Do religious people lead better lives?

- What did Gotama Buddha teach was the truth about life?
- Do the teachings and example of Gotama Buddha provide a framework for leading a good life?
- Do the teachings in Buddhist writings help Buddhists know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Buddhists interpret their sacred writings?
- Is personal spiritual experience more important than religious writings for Buddhists in understanding their religion?
- How do Buddhists use their sacred writings to learn about the world and human life?

Should religious people be sad when someone dies?

- What do Buddhists believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How does Gotama Buddha influence and inspire Buddhists?
- How do Buddhist beliefs about Gotama Buddha make a difference to their lives?
- How has Buddhism inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Buddhists believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Buddhists to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Buddhist family?
- How might a Buddhist background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 BUDDHISM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>believing</i> in Buddhism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> What did Gotama Buddha teach was the truth about life? Do the teachings and example of Gotama Buddha provide a framework for leading a good life? Do the teachings in Buddhist writings help Buddhists know what a good life looks like? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> How do different groups of Buddhists interpret their sacred writings? Is personal spiritual experience more important than religious writings for Buddhists in understanding their religion? How do Buddhists use their sacred writings to learn about the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> What do most Buddhists believe about life after death and why? 	<ul style="list-style-type: none"> Gotama Buddha taught his followers to understand the truth about life through the Four Noble Truths, the Eightfold Path and the cycle of birth, life and rebirth determined by kamma SiddatthaGotama became an enlightened being, a Buddha, and a great teacher Find out about Buddhist writings eg the Tipitaka, Jataka tales and explore some extracts that speak about human life and the world. Find out about the three ways (Theravada, Mahayana and Vajrayana and how they use sacred writings Buddhist teachings on rebirth 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Retell narratives about Gotama Buddha Recognise what Gotama Buddha taught about life; Buddhist sacred writings and how they are used Recognise how questions about life made Gotama Buddha wonder and were difficult to answer Ask, and respond sensitively to, questions about their own ideas about the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Make links between narratives about Gotama Buddha and Buddhist beliefs Describe how Buddhist sacred writings are used Identify what/who influences their beliefs about, the world and human life; how and to what/whom they show respect/reverence Ask important questions about Gotama Buddha's, and their own, response to beliefs about God and the nature of life/death <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Buddhist beliefs about Gotama Buddha, God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how Buddhist sacred writings are used Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about Gotama Buddha, God, the world and human life/death <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show understanding of how Buddhist beliefs about Gotama Buddha, God, the world and human life/death are similar to and distinct from the beliefs of other religions Explain how Buddhists use their sacred writings; what they teach about God, the world and human life/death Ask, and suggest answers to, questions about their own and other people's beliefs about Gotama Buddha, God, the world and human life/death, explaining what influences their beliefs

OPTIONAL KEY STAGE 2 BUDDHISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Buddhism</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How does Gotama Buddha influence and inspire Buddhists? How do Buddhist beliefs about Gotama Buddha make a difference to their lives? How has Buddhism inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Buddhists believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Buddhists to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Buddhist family? How might a Buddhist background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How do Buddhists respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Explore the life of Gotama Buddha and what Buddhists learn from his example and teachings Explore the role of monks and lay teachers as inspirational Buddhist teachers Find out about influential Buddhists and their significance for Buddhists eg the Dalai Lama, Karmapa, Master Sheng-Yen, ThichNhat Hahn Consider the impact of following the Eightfold Path, the Five Precepts, giving alms and developing the quality of compassion Find out about how some Buddhist boys spend time in monasteries learning about Buddhism Explore the interdependence of the monastic and lay Buddhist communities Research Buddhist responses to and involvement in local and global issues eg the work of the Karuna Trust, Buddhist declaration about the environment, Assisi in 1986 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists follow certain rules, codes and traditions Begin to show awareness of similarities between following Buddhism and following some other religions Recognise similarities/differences between their own values and Buddhist values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists follow certain rules, codes and traditions Recognise similarities/differences between following Buddhism and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being a Buddhist affects how people live within their families, local communities and the wider world; why and how Buddhists follow certain rules, codes and traditions Describe similarities/differences between following Buddhism and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain ways in which being a Buddhist affects how people live within their families, local communities and the wider world, why and how Buddhists follow certain rules, codes and traditions Show they understand ways in which following Buddhism is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world

OPTIONAL KEY STAGE 2 BUDDHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Buddhism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> How and why are Buddhist shrines used? How and why do Buddhists meditate? Why and how are rites of passage marked publically? Why and how do Buddhists celebrate their festivals? Why might Buddhists go on pilgrimage? Where would they go and what might they do there and why? <p>How well do funeral and mourning rituals tell you about what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> How and why do Buddhists mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> How have Buddhists expressed some of their most difficult ideas, beliefs and personal experiences through the arts? How do Buddhist shrines illustrate key Buddhist beliefs? 	<ul style="list-style-type: none"> Learn about the extent to which Buddhists can be understood to worship Find out about Buddhist shrines and how they are used. Find out about meditation practices central to Buddhism egsamatha, vipassana Find out about Buddhist places of pilgrimage, why these places are regarded as sacred and what pilgrims might do there egLumbini (Gotama Buddha's birth place), Bodh Gaya (place of his enlightenment) Sarnath (site of his first sermon), Kusinara (place of his death) Find out about ways in which Buddhists mark some key times in life Find out about Buddhist festivals and how and why they are celebrated egWesak, Kathinaetc Explore Buddhist understandings of life and death eg as illustrated in the story of Kisogotami and in a belief in rebirth Explore ways in which Buddhists express their beliefs through symbols and art eg Buddha rupas, stupas, thangkas, frescoes etc 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identifythe importance of: features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art Ask, and respond sensitively to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describethe importance of: features of Buddhist 'worship'; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art Make links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them Ask important questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding ofthe importance of: features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art Show understanding of the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them Raise, and suggest answers to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explainthe importance of: features of Buddhist worship; shrines; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; symbols and art Show they understand the links between Buddhist festivals, rites of passage, shrines, pilgrimages, symbols, art and the beliefs which underpin them Ask, and suggest answers to, questions about their own and Buddhist beliefs about life and death; experiences of worship, celebration, expression of ideas through symbols and art

Learning about Islam in Key Stage 2 Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- Why do Muslims believe it is important to worship and worship together?
- How are mosques used for worship?
- Why and how do Muslims celebrate their festivals?
- Why and how are rites of passage marked publically?
- What value do some Muslims find in private prayer and worship?
- Why and where do Muslims go on pilgrimage?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Muslims mark a person's death?

Can the arts help communicate religious beliefs?

- How have Muslims used the arts to express important ideas, beliefs and personal experiences

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Muslims live?
- Do the teachings and example of the Prophet Muhammad (pbuh) provide a framework for leading a good life?
- Do the teachings of the Qur'an help Muslims know what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Muslims interpret the Qur'an?
- Are Islamic writings 'true' in different ways?
- Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion?
- How do Muslims use the Qur'an to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Muslims believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How does the Prophet Muhammad (pbuh) influence and inspire Muslims?
- How do Muslim understandings of and beliefs about the Prophet Muhammad (pbuh) make a difference to their lives?
- How has Islam inspired the lives of some people?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Muslims believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Muslims to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- What might it mean to grow up in a Muslim family?
- How might a Muslim background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 ISLAM: BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in Islam</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> Does believing in God make a difference to how Muslims live? Do the teachings and example of the Prophet Muhammad provide a framework for leading a good life? Do the teachings of the Qur'an help Muslims know what a good life looks like? <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <ul style="list-style-type: none"> How do different groups of Muslims interpret the Qur'an? Are Islamic writings 'true' in different ways? Is personal spiritual experience more important than the Qur'an for Muslims in understanding their religion? How do Muslims use the Qur'an to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> What do Muslims believe about life after death and why? 	<ul style="list-style-type: none"> Learn about the Shahadah as the cornerstone of Muslim belief and the concept of tawhid (unity) Explore some of the 99 names of God Explore the concept of khalifah (trusteeship) Encounter and discuss texts from the Qur'an about God, the world and human life Find out about Muslim use of the Sunnah and the Hadith Find out about the origins and significance of the Qur'an, how it is used and revered. Find out about Muslim beliefs about life after death, heaven Find out what Muslims believe about previous Prophets (eg Abraham, Moses, Jesus) Find out what Muslims believe about the Bible and the Torah 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify Muslim beliefs about God (Allah), the world and human life/death; how different names for God help Muslims understand God; how the Qur'an, Sunnah and Hadith are used; ways in which Muslims show how important the Qur'an is Recognise that questions about God (Allah), the world and human life/death are difficult to answer Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Make links between Muslim texts and beliefs about God (Allah), the world and human life/death Describe Muslim beliefs about God (Allah); how the Qur'an, Sunnah and Hadith are used by Muslims Identify what/who influences their beliefs about God, the world and human life/death; how and to what/whom they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Muslim beliefs about God (Allah), the world and human life/death; some similarities/differences between these and the beliefs of other religions; how the Qur'an, Sunnah and Hadith are used by Muslims Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people's beliefs about God, the world and human life/death <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show understanding of how Muslim beliefs about God (Allah), the world and human life are similar to and distinct from the beliefs of other religions Explain how Muslims use the Qur'an, Sunnah and Hadith; what they teach about God (Allah), the world and human life/death Ask, and suggest answers to, questions about their own and other people's beliefs about God, the world and human life/death, explaining what influences their beliefs

OPTIONAL KEY STAGE 2 ISLAM: BEHAVING

Learning about religion	Content	Exemplar expectations
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<p>Possible questions about <i>behaving</i> in Islam</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How does the Prophet Muhammad influence and inspire Muslims? How do Muslim understandings of and beliefs about the Prophet Muhammad (pbuh) make a difference to their lives? How has Islam inspired the lives of some people? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Muslims believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Muslims to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> What might it mean to grow up in a Muslim family? How might a Muslim background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Muslims respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Learn about key events in the life of the Prophet Muhammad and Muslim belief that he was God's final prophet Hear stories from the life of Muhammad from which Muslims learn how best to live their lives Hear stories about other prophets eg Abraham, Jesus and consider what Muslims learn from these examples Explore the Five Pillars of Islam, dress conventions, dietary regulations, ways of living encouraged by the Prophet Muhammad (pbuh) (Sunnah and Hadith) and how young Muslims learn about these Find out about your most local Muslim communities Examples of Muslim contributions to society locally and further afield, past and present and their influence on others. eg: Science and Medicine, translation and transmission of knowledge, the Red Crescent, Muslim Aid; Islamic declaration about the environment, Assisi in 1986. Draw on local examples where possible. Make links between beliefs and practice. Positive contributions to British culture eg sports, arts, public service Importance of volunteering as a form of charity 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact Begin to show awareness of similarities between following Islam and following some other religions Recognise similarities/differences between their own values and Muslim values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact Recognise similarities/differences between following Islam and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being a Muslim affects how people live within their families, local communities and the wider world; what, why and how Muslims learn from the Prophet Muhammad and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact Describe similarities/differences between following Islam and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain ways in which being a Muslim affects how people live within their families, local communities and the wider world, what, why and how Muslims learn from the Prophet Muhammad (pbuh) and other prophets and teachers; why and how Muslims follow certain rules, codes and traditions and their impact Show they understand ways in which following Islam is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world
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OPTIONAL KEY STAGE 2 ISLAM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Islam</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> Why do Muslims believe it is important to worship and worship together? How are mosques used for worship? Why and how do Muslims celebrate their festivals? Why and how are rites of passage marked publically? What value do some Muslims find in private prayer and worship? Why and where do Muslims go on pilgrimage? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> How and why do Muslims mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <ul style="list-style-type: none"> How have Muslims used the arts to express important ideas, beliefs and personal experiences 	<ul style="list-style-type: none"> Learn about worship and preparation for worship eg wudu, salah Concept of 'the whole world is a mosque' (ie one can pray anywhere that is clean) Learn about the key features of mosques and their significance Learn about Hajj and Eid ulAdha Learn about Ramadan and Eid-ul-Fitr, Birth and marriage ceremonies. Simplicity encouraged. Funerals / simplicity is encouraged (eg no gravestones), prayers at Mosque, basic rituals. Community help at burial Explore ways in which Muslims mark a person's death. Explore use of calligraphy as an art form in Islam British Muslim artists (eg music, artists, calligraphy, drama and theatre, photography) Links to every day items that were introduced to popular culture by Muslims (eg www.1001inventions.com) 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy Ask, and respond sensitively to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy Make links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them Ask important questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy Show understanding of the links between Muslim festivals, rites of passage, places of worship, pilgrimages, art and the beliefs which underpin them Raise, and suggest answers to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain the importance of features of Muslim worship; places of worship; festival celebrations; rites of passage; beliefs about the purpose of life and life after death; pilgrimage; calligraphy Show they understand the links between Muslim festivals, rites of passage, places of worship, pilgrimage, art and the beliefs which underpin them Ask, and suggest answers to, questions about their own and Muslim beliefs about life and death; experiences of worship, celebration, expression of ideas through art

Learning about Judaism in Key Stage 2

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Does participating in worship help people to feel closer to God or their faith community?

- How is worshipping together important in Judaism?
- How are synagogues used for worship?
- Why and how do Jews celebrate their festivals?
- Why and how are rites of passage marked publicly?
- What family rituals do Jews observe at home? ?
- What places are special for Jews and how is this holiness expressed?

How well do funeral and mourning rituals tell you what a religion believes about what happens after death?

- How and why do Jews mark a person's death?

Can the arts help communicate religious beliefs?

- What symbols do Jews use to express their beliefs and values? What is the role of music in Jewish identity and culture?

BELIEVING

Do religious people lead better lives?

- Does believing in God make a difference to how Jews live?
- Do the Torah and Rabbinic writings provide a framework for leading a good life and make clear what a good life looks like?

Do sacred texts have to be 'true' to help people understand their religion?

- How do different groups of Jews interpret the Bible and Rabbinic writings?
- Are different types of writing in the Bible and Rabbinic writings true in different ways?
- How do Jews use the Bible and Rabbinic writings to learn about God, the world and human life?

Should religious people be sad when someone dies?

- What do Jews believe about life after death and why?

BEHAVING

Is religion the most important influence and inspiration in everyone's life?

- How has Judaism inspired the lives of some people?
- How do Jewish beliefs and teachings make a difference to their lives?

Do all religious beliefs influence people to behave well towards others?

- By what rules, codes and traditions do Jews believe they should live their lives?
- What difference does it make to try to live by these rules, codes and traditions?
- Do all these rules, codes and traditions encourage Jews to behave well towards others?

Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?

- How does performing commandments/mitzvot and following Jewish traditions (eg. kashrut, Shabbat) help a person to develop a Jewish identity?
- What might it mean to grow up in a Jewish family?
- How might a Jewish background influence a child's sense of identity?

Is it possible to hold religious beliefs without trying to make the world a better place?

- How and why do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) should be explored. Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 2 JUDAISM: BELIEVING

Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>believing</i> in Judaism</p> <p>Do religious people lead better lives?</p> <ul style="list-style-type: none"> ▪ Does believing in God make a difference to how Jews live? ▪ Do the Torah and Rabbinic writings provide a framework for leading a good life and make clear what a good life looks like? <p>Do sacred texts have to be ‘true’ to help people understand their religion?</p> <ul style="list-style-type: none"> ▪ How do different groups of Jews interpret the Bible and Rabbinic writings? ▪ Are different texts in the Tanach/Jewish Bible and Rabbinic writings true in different ways? ▪ How do Jews use the Bible and Rabbinic writings to learn about God, the world and human life? <p>Should religious people be sad when someone dies?</p> <ul style="list-style-type: none"> ▪ What do Jews believe about life after death and why? 	<ul style="list-style-type: none"> ▪ Oneness of God illustrated in the Shema ▪ In Judaism, God does not take any physical form and cannot be depicted in any picture. ▪ God as Creator with human beings made in God’s image .eg Genesis ch 1-, creation celebrated in Shabbat and Rosh Hashanah ▪ God provides rules/codes by which people should live eg the Ten Commandments, Noahide laws, Leviticus 19, 613 mitzvot (commandments) ▪ Belief that God gave authority to learned people (Rabbis) to interpret the laws of Torah for each generation: importance of mishnah, Talmud, halachah (walking with God). ▪ Midrash – Rabbinic writing that interprets and fills in gaps in the Biblical text. Eg. What did Cain say to Able? Why did God create man? What was Abraham like as a child? (story of breaking the idols) Why was Isaac blind? Why was Moses ‘lame of speech’? ▪ Explore how the Torah is cared for and used in the synagogue eg regular reading, Bar Mitzvah, Simchat Torah ▪ Tradition of debate about Jewish texts ▪ God cares for people as illustrated in stories eg Abraham, Isaac, Jacob, Moses ▪ Importance of the Tanach (Torah, Nevi’im and Ketuvim) and the different forms of writing within it. ▪ That the Tanach is the same thing as the Jewish Bible or what Christians call the ‘Old Testament’. ▪ Jewish beliefs about life after death ▪ How Jews show respect for holy texts. Eg. hierarchy of which books can be put on top of others. 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Retell narratives about God’s care for people ▪ Identify Jewish beliefs about God, the world and human life/death; how the sacred writings of Judaism are used and cared for ▪ Recognise that questions about God, the world and human life/death are difficult to answer ▪ Ask, and respond sensitively to, questions about their own ideas about God, the world and human life/death; the value of codes of conduct; where their ideas about these things come from <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Make links between Jewish narratives/texts and beliefs about God, the world and human life/death ▪ Describe Jewish beliefs about God; how the sacred writings of Judaism are used ▪ Identify what/who influences their beliefs about God, the world and human life/death; the value/challenges of codes of conduct; how and to what/who they show respect/reverence <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Jewish beliefs about God, the world and human life/death; some similarities/differences between these and the beliefs of other religions; how Jewish sacred writings are used by Jews; how the Jewish Bible is different from the Christian Bible. ▪ Raise, and suggest answers to, questions about who/what influences/inspires them; their own and other people’s beliefs about God, the world and human life/death; the value/challenges of codes of conduct <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of how Jewish beliefs about God, the world and human life/death are similar to and distinct from the beliefs of other religions ▪ Explain how Jewish use their sacred writings; what they teach about God, the world and human life/death ▪ Ask, and suggest answers to, questions about their own and other people’s beliefs about God, the world and human life/death, explaining what influences their beliefs; the value/challenges of codes of conduct

OPTIONAL KEY STAGE 2 JUDAISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>behaving</i> in Judaism</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <ul style="list-style-type: none"> How has Judaism inspired the lives of some people? How do Jewish beliefs and teachings make a difference to their lives? <p>Do all religious beliefs influence people to behave well towards others?</p> <ul style="list-style-type: none"> By what rules, codes and traditions do Jews believe they should live their lives? What difference does it make to try to live by these rules, codes and traditions? Do all these rules, codes and traditions encourage Jews to behave well towards others? <p>Does living out parents' religious beliefs/traditions eg Kashrut or Ramadan take away someone's freedom or add to his/her sense of identity?</p> <ul style="list-style-type: none"> How does performing commandments/mitzvot and following Jewish traditions (eg. kashrut, Shabbat) help a person to develop a Jewish identity? What might it mean to grow up in a Jewish family? How might a Jewish background influence a child's sense of identity? <p>Is it possible to hold religious beliefs without trying to make the world a better place?</p> <ul style="list-style-type: none"> How and why do Jews respond to global issues of human rights, fairness, social justice and the importance of the environment? 	<ul style="list-style-type: none"> Examples of Jewish contributions to society locally and further afield, past and present and their influence on others. eg Helen Suzman: rabbi eg Akiva, Rabbi Abraham Joshua Herschel; Jewish charities such as Jewish Care, Tzedek, JCORE, Jewish National Fund (JNF), World Jewish Relief, Chai Cancer Care, Jewish Women's Aid. Draw on local examples where possible. Make links between beliefs and practice. Examples can also be taken from scriptures eg Elisha, Esther, Jonah, Ruth. The Shema used in the mezuzah and tefillin Hillel's golden rule and the story of the man who stood on one leg (Talmud Shabbat 31a) The Talmud and other writings or the Rabbis as a guide to conduct Kosher food laws Keeping Shabbat The saying of blessings Responsibility to live by God's laws and planned giving Principle of ba'altashchit (Jewish law prohibits wanton destruction of resources) Laws of Kashrut 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> Identify ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Begin to show awareness of similarities between following Judaism and following some other religions Recognise similarities/differences between their own values and Jewish values they have learned about <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Recognise similarities/differences between following Judaism and following some other religions Identify what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which being Jewish affects how people live within their families, local communities and the wider world; why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Describe similarities/differences between following Judaism and following some other religions Describe what/who influences how they live within their families, local communities and the wider world <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain ways in which being Jewish affects how people live within their families, local communities and the wider world, why and how Jews learn from the example of others; why and how Jews follow certain rules, codes and traditions and their impact Show they understand ways in which following Judaism is similar to and distinct from following some other religions Explain what/who influences how they live within their families, local communities and the wider world

OPTIONAL KEY STAGE 2 JUDAISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>belonging</i> in Judaism</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <ul style="list-style-type: none"> ▪ How is worshipping together important in Judaism? ▪ How are synagogues used for worship? ▪ Why and how do Jews celebrate their festivals? ▪ Why and how are rites of passage marked publically? ▪ What family rituals do Jews observe at home? ▪ What places are special for Jews and how is this holiness expressed?? <p>How well do funeral and mourning rituals tell you what a religion believes about what happens after death?</p> <ul style="list-style-type: none"> ▪ How and why do Jews mark a person's death? <p>Can the arts help communicate religious beliefs?</p> <p>What symbols do Jews use to express their beliefs and values?</p> <p>What is the role of music in Jewish identity and culture?</p>	<ul style="list-style-type: none"> ▪ Worship at home eg. Shabbat, and festival observance ▪ Worship in the synagogue eg. Shabbat and festival observance. Use of texts and prayer in worship. ▪ Importance of Israel as a spiritual focus for Jews around the world ▪ Holy and special places (eg. Western Wall) ▪ Exploration of key festivals eg. Rosh Hashanah, Yom Kippur, Pesach, Sukkot, Simchat Torah, Shavuot, Hanukkah ▪ Exploration of rites of passage eg Brit Milah, baby naming/blessing ceremonies, Bar/Bat Mizvah, marriage, funerals ▪ Consider how funeral practices reflect beliefs ▪ Symbols and artistic artefacts: Menorah, Eagle/Lion on Torah scrolls, Bells and pomegranates (Rimonim), Lulav and Etrog (Succot), Crown on Torah scrolls, Hamsa (hand for good luck), Magen David (Shield of David), Torah scrolls, seder plate, kiddush cups, candle sticks, Havdallah spice box, dreidel, Chanukah menorah (chanukiya), mezuzah, tallit. ▪ Jewish art primarily involves making ritual objects beautiful as opposed to the visual arts, although there have been famous Jewish artists (esp. Chagall, Klimpt, Miro). ▪ Israeli dancing (see idi.org.uk) ▪ Jewish liturgical music, klezmer, other regional forms of music (see jmi.org.uk) 	<p>Pupils working at level 2 will be able to use religious words and phrases to do some of the following</p> <ul style="list-style-type: none"> ▪ Identify the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Ask, and respond sensitively to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Make links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Ask important questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Show understanding of the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Raise, and suggest answers to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain the importance of features of Jewish worship; places of worship; festival celebrations; rites of passage; pilgrimage; Israel; symbols ▪ Show they understand the links between Jewish festivals, rites of passage, places of worship, pilgrimages and symbols and the beliefs which underpin them ▪ Ask, and suggest answers to, questions about their own and Jewish experiences of worship, celebration, expression of ideas through symbols

Appendix C

Key Stage 3

CORE KEY STAGE 3 CHRISTIANITY: BELIEVING

Learning about religion	Content	Exemplar Expectations
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<p style="text-align: center;">Possible questions about <i>believing in Christianity</i></p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Christians believe about the nature of God as revealed in the Doctrine of the Trinity? Why? ▪ What do Christians understand to be the purpose of human life? ▪ What do Christians believe about their place in the world? ▪ What do Christians understand by/believe about salvation? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Christians use the Bible to help them decide what is true, right and wrong? ▪ How do Christians use Christian writings to help them decide what is true, right and wrong? ▪ What is the role of Christian leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Christians resolve the conflict between theories of a big bang, evolution and the creation narratives found in Genesis? ▪ In what ways have modern advances in medicine and other sciences challenged Christians? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Christians understand and respond to denominational diversity? 	<ul style="list-style-type: none"> ▪ Beliefs about God articulated in Christian creeds ie God the Father; God the Son incarnate, wholly divine and wholly man revealed in the birth, life, death, resurrection and ascension of Jesus; God the Holy Spirit, comforter and guide ▪ Christian beliefs about life eg grace, forgiveness, salvation, redemption, resurrection of the dead, everlasting life ▪ Christian beliefs about stewardship ▪ Beliefs about the authority of the Bible ▪ The different forms of writing found within the Bible and use made of them by Christians; its history, translations (many languages and different versions through time) ▪ Variety of ways in which the Bible is used by different groups of Christians eg in worship and study; the Bible as the basis for hymns and prayers ▪ Writings of Christians through the ages and their impact on worldwide Christianity eg Augustine, Thomas Aquinas, Teresa of Avila, Luther, George Fox, William Booth, Julian of Norwich, Hilda of Whitby, Bonhoeffer, RowenWillams constitutions resulting from the Second Vatican Council ▪ Impact of Christian leaders eg Popes, Bishops, local clergy, TV evangelists ▪ Literal and non-literal Christian interpretations of the Genesis narrative ▪ Examples of tension between what science has made possible/explained and Christian understandings of life and ways of living eg abortion, euthanasia, stem cell research etc, genetically predetermined characteristics, eg to believe in God ▪ Inter-denominational understandings ▪ 'unity in diversity' ▪ The Ecumenical movement ▪ Churches Together ▪ Denominational conflict eg Northern Ireland 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; elements of diversity within Christianity ▪ Ask important questions about their own and Christian beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity within Christianity and between Christianity and other religions ▪ Raise, and suggest answers to, questions about their own and Christian beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity between Christianity and other religions ▪ Suggest reasons for diversity within Christianity ▪ Ask, and suggest answers to, questions about their own and Christian beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity between Christianity and other religions ▪ Explain reasons for diversity within Christianity ▪ Use reasoning and examples to express insights into heir own and Christian beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Christian beliefs about God, life after death, the purpose of life, the world and their impact; how Christians use Christian sources of authority to help them decide what is true, right and wrong; how Christians respond to scientific advances; how Christians respond to diversity between Christianity and other religions ▪ Analyse reasons for diversity within Christianity ▪ Articulate personal and critical responses to their own and Christian beliefs
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CORE KEY STAGE 3 CHRISTIANITY: BEHAVING

Learning about religion	Content	Exemplar expectations
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<p>Possible questions about <i>behaving</i> in Christianity</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Christian influence your family life? How might being a Christian influence your relationships with friends and partners? How might being a Christian influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Christian beliefs influence approaches to the rights and responsibilities of being a citizen? Why do Christians believe it is important to protect the rights of others? Should Christians take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> Why and how might Christians get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> Why and how might Christians from different denominations choose to work together? Why might Christians find it difficult to live and work alongside people whose Christian beliefs/practices are different from their own? 	<ul style="list-style-type: none"> Ceremonies Christians might choose related to family life eg Infant Baptism or Dedication, confirmation or believers' baptism, Church/Christian marriage. Christian beliefs about everyone being children of God, forgiveness, repentance, love, service Christian ethics relevant to relationships eg Christian responses to divorce; sexual ethics; ethics of abortion, in-vitro fertilisation, surrogacy; ethics of euthanasia Moral decisions about personal well-being eg use/abuse of drugs, alcohol etc, commitment to personal worship life e.g. youth churches such as Hill Song Responses to personal talents/skills etc Christian teachings about rights and responsibilities eg Matthew 25:31-46, The Sermon on the Mount inc Matthew 7:12 Treat others as you want them to treat you, The Good Samaritan; Matthew 25:31-45 etc Christian involvement in community issues eg care of the elderly, homeless, hospice movement etc Examples of Christians who have lived out their beliefs in the service of others and by taking roles within society eg examples of Christian monastic life; Simon Hughes, Eddie Stobart, Roy Castle, Rosemary Conley, Corrie Ten Boom, Jackie Pullinger, William Booth, Martin Luther King, Desmond Tutu, Archbishop Romero, Mary Seacoll, Edith Cavell, Gladys Aylward Christian responses to eg war (just war theory), and particular wars, world poverty, health issues, environmental issues eg Christian declaration about the environment, Assisi in 1986 Examples of the work of Christian individuals, organisations, charities working in these fields. What they do and why they do it as they do. Eg Christian Aid, Oxfam, Tear Fund, CAFOD, Leprosy Mission Christians working for social and religious harmony The Ecumenical Movement, Churches Together Examples of religious intolerance and conflicts involving Christians eg Northern Ireland, Celtic v Rangers football clubs 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Begin to identify the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of the impact of Christian beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Christian beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse the impact of Christian beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Christian beliefs to daily life and relationships
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CORE KEY STAGE 3 CHRISTIANITY: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Christianity</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Christians express their beliefs in worship? ▪ How do Christians express their beliefs and experiences through the arts? ▪ How do Christians make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Ways in which different styles/forms of worship express Christian beliefs eg sacraments, extemporary worship, meditation, prayer, use of music, serving others etc ▪ Christian beliefs expressed through eg art, architecture, dance, drama, film, literature, music etc. ▪ Christian processions, house to house evangelisation, street pastor movement ▪ Wearing Christian symbols in the work place e.g. crosses ▪ Working on Sunday's 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Christian beliefs are expressed in worship and the arts ▪ Make links between elements of Christian worship, examples of Christian artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Christian worship, examples of Christian artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Christians express beliefs through worship and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Christian beliefs are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Christian beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied <p>Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others</p>

CORE KEY STAGE 3 BUDDHISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
<p>Possible questions about <i>believing</i> in Buddhism</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> Why does Buddhism have little to teach about God? What does Buddhism teach about the nature of life? What do Buddhists believe about death and the purpose of life <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> How do Buddhists use Buddhist writings to help them decide what is true, right and wrong? What is the role of Buddhist leaders/teachers in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> How do the teachings of Gotama Buddha relate to scientific enquiry? How might modern advances in medicine and other sciences challenge Buddhists? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> How do Buddhists understand and respond to diversity within Buddhism? 	<ul style="list-style-type: none"> The Buddha claimed it was impossible to know whether there is a God or not Explore the three marks of existence: anicca, anatta, dukkha, dependent co-arising, the three poisons (greed, hatred and delusion/ignorance), the Four Noble Truths and the Eightfold Path Explore the concepts of kamma, rebirth, enlightenment, nibbana Consider the Buddha's idea that the Buddha nature is in everyone Explore ways in which Buddhists use the example and teachings of Gotama Buddha to help them decide what to believe is true, right and wrong Explore ways in which the Sangha, Bodhisattvas and Buddhist teachers (eg the Dalai Lama) contribute to the understanding of Buddhists about what is true, right and wrong Consider how Gotama Buddha's encouragement to his followers to verify his teachings through their own experiences compares with scientific enquiry. Consider how Buddhist beliefs in impermanence and compassion relate to scientific issues Explore diversity within Buddhism eg Theravada, Mahayana, Tibetan, Pure Land and Western forms of Buddhism 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; elements of diversity within Buddhism Ask important questions about their own and Buddhist beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity within Buddhism and between Buddhism and other religions Raise, and suggest answers to, questions about their own and Buddhist beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand distinctive Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity between Buddhism and other religions Suggest reasons for diversity within Buddhism Ask, and suggest answers to, questions about their own and Buddhist beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity between Buddhism and other religions Explain reasons for diversity within Buddhism Use reasoning and examples to express insights into their own and Buddhist beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse Buddhist beliefs about God, death, the purpose of life and their impact; how Buddhists use the life and teachings of Gotama Buddha to help them decide what is true, right and wrong; how Buddhists respond to diversity between Buddhism and other religions Analyse reasons for diversity within Buddhism Articulate personal and critical responses to their own and Buddhist beliefs

CORE KEY STAGE 3 BUDDHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in Buddhism</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Buddhist influence your family life? How might being a Buddhist influence your relationships with friends and partners? How might being a Buddhist influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Buddhist beliefs influence approaches to the rights and responsibilities of being a citizen? To what extent do Buddhist teachings encourage Buddhists to protect the rights of others? Should Buddhists take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> How and why might Buddhists get involved with global issues? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> How and why might people from different expressions of Buddhism work together? Are there any reasons why Buddhists might find it difficult to live and work alongside people whose Buddhist beliefs/practices are different from their own? 	<ul style="list-style-type: none"> Consider how the Eightfold Path, the Five Precepts and the qualities of compassion (karuna), loving kindness (metta), sympathetic joy (mudita) and equanimity (upekkha) influence the ways in which Buddhists relate to others and live as citizens within communities and of the world eg Buddhist declaration about the environment, Assisi in 1986 Explore the interdependent relationships of the monastic and lay Buddhist communities Buddhist responses to eg war, and particular wars, world poverty, health issues, environmental issues eg Buddhist declaration about the environment, Assisi in 1986 Consider different commentaries on particular aspects of Buddhism 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Begin to identify the impact of Buddhist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact of Buddhist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand the impact of Buddhist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of the impact of Buddhist beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how religious sources are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Buddhist beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse the impact of Buddhist beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how religious sources are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Buddhist beliefs to daily life and relationships

CORE KEY STAGE 3 BUDDHISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Buddhism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How are Buddhist beliefs reflected in meditation? ▪ How are the key beliefs of different Buddhist groups expressed in the symbolism and art of the Buddhist tradition? ▪ How do Buddhists make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Explore a variety of Buddhist meditation practices eg chanting and walking; mindfulness practice, visualisation, breathing, koan practice , prostrations etc ▪ Explore the symbolism and art of different Buddhist traditions and their significance and meaning eg Buddha rupas, Bodhisattvas, shrines, ceremonies, the wheel of life, mandalas, thangkas ▪ Explore ways in which Buddhists display their beliefs in public eg alms round, political protest in Tibet etc 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe the importance for Buddhists of ways in which their beliefs are expressed in meditation, symbolism and the arts ▪ Make links between elements of Buddhist meditation, symbolism and artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show understanding of the importance for Buddhists of elements of meditation, symbolism and artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise the importance for Buddhists of diverse ways in which they express beliefs through meditation, symbolism and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance for Buddhists of different ways in which their beliefs are expressed in meditation, symbolism and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse the importance for Buddhists of diverse ways in which their beliefs are expressed in meditation, symbolism and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others

CORE KEY STAGE 3 ISLAM: BELIEVING

Learning about religion	Content	Exemplar Expectations
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<p>Some possible questions about <i>believing</i> in Islam</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Muslims believe about the nature of God? Why? ▪ What do Muslims understand to be the purpose of human life? ▪ What do Muslims believe about their place in the world? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Muslims use the Qur'an to help them decide what is true, right and wrong? ▪ How do Muslims use Islamic writings to help them decide what is true, right and wrong? ▪ What is the role of Muslim leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Muslims resolve the conflict between theories of evolution and the creation? ▪ In what ways have modern advances in medicine and other sciences challenged Muslims? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Muslims understand and respond to diversity within Islam? 	<ul style="list-style-type: none"> ▪ The Oneness of Allah (Tawhid) as stated in the Shahadah ▪ Shirk – the sin of claiming Allah has any equal or partner ▪ Attributes of Allah revealed in the 99 names ▪ Consider key beliefs that inform Muslim living eg. 'The Six Articles of Belief' and their impact on Muslim daily lives ▪ Significance and role of sources of authority within Islam eg Qur'an, Hadith, Sunnah, Prophets, Imams, mosques and madrassah as places of education and guidance ▪ Importance of education / reading (first word revealed 'Iqra' (Recite / read) ▪ Muslim responses to the creation/evolution debate ▪ Muslim contribution to scientific developments and continuing responses to scientific advances ▪ Find out about diversity in Islam and reasons for it, diversity of Islamic practice through time, through dispersion and in different movements eg Qur'anic verses, Prophet's examples, no racism in Islam 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; elements of diversity within Islam ▪ Ask important questions about their own and Muslim beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity within Islam and between Islam and other religions ▪ Raise, and suggest answers to, questions about their own and Muslim beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity between Islam and other religions ▪ Suggest reasons for diversity within Islam ▪ Ask, and suggest answers to, questions about their own and Muslim beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity between Islam and other religions ▪ Explain reasons for diversity within Islam ▪ Use reasoning and examples to express insights into their own and Muslim beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Muslim beliefs about God, life after death, the purpose of life, the world and their impact; how Muslims use Islamic sources of authority to help them decide what is true, right and wrong; how Muslims respond to scientific advances; how Muslims respond to diversity between Islam and other religions ▪ Analyse reasons for diversity within Islam ▪ Articulate personal and critical responses to their own and Muslim beliefs
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CORE KEY STAGE 3 ISLAM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>behaving</i> in Islam</p> <p>To what extent do people’s religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> ▪ How might being a Muslim influence your family life? ▪ How might being a Muslim influence your relationships with friends and partners? ▪ How might being a Muslim influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> ▪ How might Muslim beliefs influence approaches to the rights and responsibilities of being a citizen? ▪ To what extent do Christians believe it is important to protect the rights of others? ▪ Should Muslims take active roles in their communities? If yes, how? Why? <p>To what extent do people’s religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> ▪ Why and how might Muslims get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> ▪ Why and how might Muslims from different traditions choose to work together? <p>Why might Muslims find it difficult to live and work alongside people whose Muslim beliefs/practices are different from their own?</p>	<ul style="list-style-type: none"> ▪ Sexual relationships and importance of marriage. Importance of respect and dignity between husband and wife ▪ Importance of honesty and good manners in allpersonal relationships. ▪ Rights and duties towards neighbours (many hadith examples) ▪ Jihad as personal, individual struggle to achieve self-improvement; campaigning for truth; helping the oppressed; defending faith and community. ▪ Significance of the Ummah. Not just Muslims. Eg Constitution of Madinah ▪ Zakah – giving money to charity, importance of giving of time. Welfare ▪ Explore Islamic teachings on human rights and social justice ▪ Muslim organisations working for social justice eglIslamic Relief (part of DEC), Islamic Society of Britain, feeding the homeless ▪ Explore pluarality and diversity in Islam (eg schools of thought). ▪ Muslims in Britain and contribution in all spheres ▪ History and diversity of Muslims in Britain 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Begin to identify the impact of Muslim beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues ▪ Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of the impact of Muslim beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand the impact of Muslim beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs ▪ Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of the impact of Muslim beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Muslim beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse the impact of Muslim beliefs, history and culture on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Islamic teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs ▪ Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Muslim beliefs to daily life and relationships

CORE KEY STAGE 3 ISLAM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Islam</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> How do Muslims express their beliefs in worship? How do Muslims express their beliefs and experiences through the arts? How do Muslims make their beliefs known publically? 	<ul style="list-style-type: none"> Ways in which Islamic worship practices and traditions express key beliefs eg the centrality of the Qur'an, Qiblah, Salah, Hajj, Ramadan Explore use of different styles of art as an expression of Islamic spirituality Explore ways in which Muslims have expressed their beliefs publically 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which Muslim beliefs are expressed in worship and the arts Make links between elements of Muslim worship, examples of Muslim artistic expression and the beliefs that they express Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Suggest meanings for elements of Muslim worship, examples of Muslim artistic expression linking them with the beliefs they express Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Recognise diverse ways in which Muslims express beliefs through worship and the arts Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Interpret the significance of different ways in which Muslim beliefs are expressed in worship and the arts Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Analyse diverse ways in which Muslim beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others

COREKEY STAGE 3 INTERFAITH DIALOGUE : BELIEVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>believing</i> in relation to interfaith dialogue</p> <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> How do Christians and members of other religions understand/respond to other faiths? Why and how might people choose to meet together with others of different religious persuasions to exchange understandings of each others' beliefs and practices? 	<ul style="list-style-type: none"> Ways in which religions/people understand/respond to religions/secular belief systems other than their own eg different beliefs about who Jesus was; Islamic understandings about 'religions of the book'; beliefs about exclusive truth, intolerance, evangelism, acceptance of different paths to one end; all religions being one Explore examples of people of different faiths talking and learning from one another eg in local, national and international interfaith initiatives eg Reading Interfaith Group, local faith forums, Inter Faith Network of the UK, Council of Christians and Jews etc 'Building Good Relations With People Of Different Faiths and Beliefs' from the Inter Faith Network 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe how members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings Make links between these behaviours and the beliefs of selected religions; between their own beliefs and behaviours Ask important questions about their own responses to people who have different ideas from themselves drawing on examples <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe and show understanding of how members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings Make links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours Raise, and suggest answers to, questions about their own responses to people who have different ideas from themselves describing examples from their experience <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> Explain how different members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings; links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours Ask, and suggest answers to, questions about their own responses to people who have different ideas from themselves explaining examples from their experience <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> Give informed accounts of how different members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings Explain links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours Use reasoning and examples to express insights into their own responses to people who have different ideas from themselves explaining examples from their experience <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> Show a coherent understanding of how different members of different religions understand/respond to other faiths; why people might choose to meet with others of different religious persuasions to exchange understandings Analyse links between these behaviours and the beliefs of religions studied; between their own beliefs and behaviours Evaluate their own responses to people who have different ideas from themselves analysing appropriate evidence and examples

CORE KEY STAGE 3 INTERFAITH DIALOGUE : BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>behaving</i> in relation to interfaith dialogue</p> <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> How and why do people of different faith traditions engage together in activities to help the wider community? How and why do people from different faiths sometimes come into conflict? 	<ul style="list-style-type: none"> Explore examples of people from different faith groups working together for the good of the community in local, national and global contexts eg Reading Interfaith Group, Multifaith gathering in Trafalgar Square post 7 July 2005 London terrorist bombings Explore examples of conflicts associated with religious difference eg Israel/Palestine, social unrest in Britain linked with religious difference 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe some ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict Ask important questions about their responses to working alongside people who are different from themselves <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict Raise, and suggest answers to, questions about their responses to working alongside people who are different from themselves describing what influences these responses <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> Explain and show they understand ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict; the influence of religious sources in these contexts Ask, and suggest answers to, questions about their responses to working alongside people who are different from themselves explaining what influences these responses; the challenge of inter-religious cooperation <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> Give informed accounts of ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict; the influence of religious sources in these contexts Use reasoning and examples to express insights into their responses to working alongside people who are different from themselves explaining what influences these responses; the challenge of inter-religious cooperation <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> Show a coherent understanding of ways in which people of different religions engage together in activities to help the wider community; how and why people of different religious persuasions sometimes come into conflict; the influence of religious sources, history and culture in these contexts Evaluate their responses to working alongside people who are different from themselves analysing what influences these responses; the challenge of inter-religious cooperation

CORE KEY STAGE 3 INTERFAITH DIALOGUE : BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in relation to interfaith dialogue</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ Why might people of different faiths choose to belong to an interfaith group? ▪ How do people of different faiths live alongside one another in one family? ▪ Do people have the right to express their beliefs/spirituality publically? ▪ Do people have the right to try to convert others to their beliefs? 	<ul style="list-style-type: none"> ▪ Explore why and how people of different faiths develop a sense of belonging to groups which involve members of a wide range of different faiths. ▪ Explore the motivations of people who belong to Interfaith groups ▪ Explore the benefits and challenges of mixed faith marriages and families ▪ Explore the impact in contemporary society of the freedom of religious expression, the benefits and challenges it presents for people 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe some reasons why people of different religions develop a sense of belonging to interfaith groups ▪ Describe some of the benefits and challenges of mixed-faith marriages and families ▪ Ask important questions about their responses to interfaith/mixed -faith groups and relationships <p>Pupils working at level 4 will be able to use a developing religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of reasons why people of different religions develop a sense of belonging to interfaith groups ▪ Describe and show understanding of benefits and challenges of mixed-faith marriages and families ▪ Raise, and suggest answers to, questions about their responses to interfaith/mixed-faith groups and relationships <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to</p> <ul style="list-style-type: none"> ▪ Explain and show they understand reasons why people of different religions develop a sense of belonging to interfaith groups ▪ Explain and show they understand the benefits and challenges of mixed-faith marriages and families ▪ Ask, and suggest answers to, questions about their responses to interfaith/mixed-faith groups and relationships <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Give informed accounts of why people of different religions develop a sense of belonging, beyond their own faith, to interfaith groups ▪ Give informed accounts of the benefits and challenges of mixed-faith marriages and families ▪ Use reasoning and examples to express insights into their responses to interfaith/mixed-faith groups and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of why people of different religions develop a sense of belonging, beyond their own faith, to interfaith groups ▪ Show a coherent understanding of the benefits and challenges of mixed-faith marriages and families ▪ Articulate personal and critical responses to interfaith/mixed-faith groups and relationships

Learning about the Baha'i faith in Key Stage 3

Some suggestions for how key questions might be unpacked

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Baha'is express their beliefs in worship?
- How do Baha'is express their beliefs and experiences through the arts?
- How do Baha'is make their beliefs known publicly?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Baha'is believe about the nature of God?
- What do Baha'is understand to be the purpose of human life?
- What do Baha'is believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Baha'is use their holy writings to help them decide what is true, right and wrong?
- How do Baha'is use Baha'i writings to help them decide what is true, right and wrong?
- What is the role of elected Baha'i institutions in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- What is the Baha'i perspective on the relationship between scientific truth and religious truth?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- Why is there so little diversity of doctrine within the Baha'i faith?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Baha'i influence your family life?
- How might being a Baha'i influence your relationships with friends and partners?
- How might being a Baha'i influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Baha'i beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Baha'is believe it is important to protect the rights of others?
- Should Baha'is take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Baha'is get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Baha'is from different ethnic backgrounds choose to work together?
- Why can Baha'is from all over the world work together without conflict?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore, as illustrated in previous page, that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*.

Suggestions about content and attainment expectations are set out on the following pages.

OPTIONAL KEY STAGE 3 BAHÁ'Í: BELIEVING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>believing</i> in the Baha'i faith</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> What do Baha'is believe about the nature of God What do Baha'is understand to be the purpose of human life? What do Baha'is believe about their place in the world? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> How do Baha'is use their holy writings to help them decide what is true, right and wrong? How do Baha'is use Baha'i writings to help them decide what is true, right and wrong? What is the role of elected Baha'i institutions in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> What is the Baha'i perspective on the relationship between scientific truth and religious truth? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> Why is there so little diversity of doctrine within the Baha'i faith? 	<ul style="list-style-type: none"> Know that Baha'is believe God is unknowable and can only be approached through Manifestations of God. Find out about Baha'i belief in the unity of humanity and the future world government. Compare the Baha'i belief in the progression of the soul with beliefs about life after death in other traditions. Understand the concept of progressive revelation and the belief that all religions emanate from a single Divine source. Explore the Writings of the Central Figures of the Baha'i Faith; evaluate the difference between revelation and interpretation of revelation. Consider the role of the Universal House of Justice as an elected religious authority. Consider the implications of the doctrine that science and religion must ultimately agree. Find out about the Covenant that holds Baha'is together. Explore Baha'i beliefs about the unity of all religions. 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion Ask important questions about their own and Baha'i beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; similarities and differences between the Baha'i faith and other religions studied Raise, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life. <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand distinctive Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; similarities and differences between the Baha'i faith and other religions studied and suggest possible reasons for these Ask, and suggest answers to, questions about their own and Baha'i understandings of the meaning, purpose and truth of life. <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion; reasons for diversity within the Baha'i faith and between different religions Use reasoning and examples to express insights into their own and Baha'i understandings of the meaning, purpose and truth of life <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse Baha'i beliefs about God, the purpose of life, life after death; how Baha'is maintain a unity of doctrine within their faith and how they respond to other religions; how Baha'is use different sources of authority; how Baha'is explain their belief in the unity of science and religion Evaluate their own and Baha'i understandings of the meaning, purpose and truth of life

OPTIONAL KEY STAGE 3 BAHAI: BEHAVING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>behaving</i> in the Baha'i faith</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Baha'i influence your family life? How might being a Baha'i influence your relationships with friends and partners? How might being a Baha'i influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Baha'i beliefs influence approaches to the rights and responsibilities of being a citizen? To what extent do Baha'is believe it is important to protect the rights of others? Should Baha'is take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> Why and how might Baha'is get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> Why and how might Baha'is from different ethnic backgrounds choose to work together? Why can Baha'is from all over the world work together without conflict? 	<ul style="list-style-type: none"> Explore teachings from the Baha'i Writings about ethics and relationships Know about Baha'i teachings on marriage (Fortress of Wellbeing) and the family. Work as worship, non-violence and consultation. Persecution of Baha'is and reaction to it. Baha'i belief in global citizenship, equality of the sexes, opposition to racism, abolition of extremes of wealth and poverty, education as a path to equality Baha'i responses to environmental issues, Agenda 21, links to the Save the Children Fund There are no doctrinal splits in the worldwide Baha'i community. There is no clergy or priesthood. All authority rests with the elected Baha'i institutions. Consultation is at the heart of Baha'i community life. The equal status of men and women is a fundamental Baha'i teaching. The Baha'i community is extremely diverse, including peoples of all ethnic and religious backgrounds. 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe how Baha'i beliefs and practices influence daily life in families and the wider community Identify what influences them Make links between their values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of ways in which Baha'i beliefs influence daily life in families and the wider community Raise, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain how Baha'i beliefs influence daily life in families and the wider community in different ways Ask, and suggest answers to, questions about what influences them and how their values and commitments are applied to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of how Baha'i beliefs influence daily life in families and the wider community in different ways Use reasoning and examples to consider the challenges of belonging to a religion and applying their own values and commitments in daily lives <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Account for the variety of responses to Baha'i beliefs and their influences on daily life in families and the wider community Evaluate, using appropriate evidence and examples, Baha'i values and commitments

OPTIONAL KEY STAGE 3 BAHAI: BELONGING		
Learning about religion	Content	Expectations
<p>Some possible questions about <i>belonging</i> in the Baha'i faith</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Baha'is express their beliefs in worship? ▪ How do Baha'is express their beliefs and experiences through the arts? ▪ How do Baha'is make their beliefs known publicly? 	<ul style="list-style-type: none"> ▪ Ways in which Baha'i worship, practices and traditions express key beliefs e.g. the oneness of God and the oneness of humanity. ▪ Pilgrimage, obligatory prayer and fasting. The Nineteen Day Feast and its importance to community life. ▪ Explore the life of one or more famous Baha'i artists or musicians e.g. Dizzy Gillespie, Bernard Leach. ▪ Investigate the importance and symbolism of Baha'i architecture e.g. at the Baha'i World Centre or Houses of Worship 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe how Baha'is express their beliefs in worship and art, making links with stories and texts ▪ Make links between their own and Baha'i ways of expressing beliefs/ideas <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for a range of Baha' expressions of their beliefs in worship and art ▪ Raise, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise and explain unity/diversity in ways in which Baha'is express their beliefs in worship and art ▪ Ask, and suggest answers to, questions about what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of expressions of beliefs within Baha'i worship and art ▪ Use reasoning and examples to express insights into what inspires them and how they express their most important beliefs/ideas <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Apply some of the principal methods by which religion and spirituality are studied to their exploration of ways in which Baha'is express their beliefs in worship and art ▪ Use appropriate evidence and examples to articulate personal and critical responses to the expression of Baha'i beliefs through worship and art

Learning about Hinduism in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Hindus express their beliefs in worship at home and in the mandir?
- How do Hindus express their beliefs and experiences through the arts?
- How do Hindus make their beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Hindus believe about the nature of God
- What do Hindus understand to be the purpose of human life?
- What do Hindus believe about their place in the world?
- How do Hindu beliefs in reincarnation make a difference to the ways in which they live?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How are Hindu scriptures and other writings used by different Hindus to decide what is true, false, right and wrong?
- What is the role of Hindu leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Hindus understand and respond to diversity within Hinduism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Hindu influence your family life?
- How might being a Hindu influence your relationships with friends and partners?
- How might being a Hindu influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Hindu beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Hindus believe it is important to protect the rights of others?
- Should Hindus take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Hindus get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Hindus from different traditions choose to work together?
- Why might Hindus find it difficult to live and work alongside people whose Hindu beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but if possible some questions from each of the areas of focus (*believing, belonging, behaving*) be explored. Suggestions about content and attainment expectations are set out on the following pages

OPTIONAL KEY STAGE 3 HINDUISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
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<p>Some possible questions about <i>believing in Hinduism</i></p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What do Hindus believe about the nature of God ▪ What do Hindus understand to be the purpose of human life? ▪ What do Hindus believe about their place in the world? ▪ How do Hindu beliefs in reincarnation make a difference to the ways in which they live? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How are Hindu scriptures and other writings used by different Hindus to decide what is true, false, right and wrong? ▪ What is the role of Hindu leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Hindu beliefs and teachings influence Hindu responses to scientific understandings of the world and scientific advances? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Hindus understand and respond to diversity within Hinduism? 	<ul style="list-style-type: none"> ▪ God as a 'person' and god as impersonal, the all pervading world-soul. God in three places – everywhere (impersonal), within the heart, far away in his/her own realm (personal) - (linked with environment, meditation and puja respectively) ▪ Consider the extent to which Hinduism is understood to be a monotheistic religion ▪ Consider concepts of avatar and incarnation in Hinduism ▪ Consider the concept of atman and the idea of God/Brahman in everyone (some traditions equating the two and others seeing them as a separate 'beings' in a state of communion) ▪ Consider Hindu beliefs that one's present body is the result of our previous actions (karma) ▪ Explore the significance and interpretation of Hindu scriptures and teachers ▪ Hindu involvement in religion-related conflicts ▪ Explore the impact of Hindu teachings and a cyclical understanding of time/life on the creation/evolution debate ▪ Consider Hindu responses to advances in science ▪ Find out about diversity within Hinduism and reasons for it eg Vaishnavas worship Vishnu in his forms, Shaivas worship Shiva, Shaktas worship Shakti, Smartas worship a number of deities including the above, and Ganash and Surya 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; elements of diversity within Hinduism ▪ Ask important questions about their own and Hindu beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity within Hinduism and between Hinduism and other religions ▪ Raise, and suggest answers to, questions about their own and Hindu beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity within and between Hinduism and other religions ▪ Suggest reasons for diversity within Hinduism ▪ Ask, and suggest answers to, questions about their own and Hindu beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity between Hinduism and other religions ▪ Explain reasons for diversity within Hinduism ▪ Use reasoning and examples to express insights into their own and Hindu beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Hindu beliefs about God, life after death, the purpose of life, the world and their impact; how Hindus use scriptures to help them decide what is true, false, right and wrong; how Hindus respond to scientific advances; how Hindus respond to diversity within and between Hinduism and other religions ▪ Analyse reasons for diversity within Hinduism ▪ Articulate personal and critical responses to their own and Hindu beliefs
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OPTIONAL KEY STAGE 3 HINDUISM: BEHAVING

Learning about religion	Content	Exemplar expectations
<p align="center">Some possible questions about <i>behaving</i> in Hinduism</p> <p>To what extent do people’s religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Hindu influence your family life? How might being a Hindu influence your relationships with friends and partners? How might being a Hindu influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Hindu beliefs influence approaches to the rights and responsibilities of being a citizen? To what extent do Hindus believe it is important to protect the rights of others? Should Hindus take active roles in their communities? If yes, how? Why? <p>To what extent do people’s religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> Why and how might Hindus get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> Why and how might Hindus from different traditions choose to work together? Why might Hindus find it difficult to live and work alongside people whose Hindu beliefs/practices are different from their own? 	<ul style="list-style-type: none"> Explore the impact of the concepts of Sanatana Dharma (eternal law), Varnasharama Dharma (code of conduct appropriate to status by birth (varna) and stage of life (ashrama)), and karma on Hindu life (at different stages) and decision making Explore teachings from Hindu writings about ethics and relationships Consider Hindu responses to arranged/assisted marriages Consider Hindu values (egself discipline/mind and sense control, seva – service, ahimsa – non-violence) and their impact on Hindu approaches to citizenship Consider a contemporary Hindu response to the caste system Find out about Hindu individuals and organisations who worked or are working for social justice eg Gandhi, the Chipko Movement, Food for Life (ISKCON related), BAPS (Swaminarayan related) Hindu responses to global issues eg war, world poverty, health issues, environmental issues eg Hindu declaration about the environment, Assisi in 1986 Find out about how Hindus have worked together for the good of the community 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Begin to identify the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of the impact of Hindu beliefs on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Hindu teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Hindu beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse the impact of Hindu beliefs, history and culture on people’s relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Hindu teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Hindu beliefs to daily life and relationships

OPTIONAL KEY STAGE 3 HINDUISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Some possible questions about <i>belonging</i> in Hinduism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Hindus express their beliefs in worship at home and in the mandir? ▪ How do Hindus express their beliefs and experiences through the arts? ▪ How do Hindus make their beliefs known publically? 	<ul style="list-style-type: none"> ▪ Ways in which Hindu worship practices and traditions express key beliefs eg reverence for God, personal and impersonal concepts of God, male and female nature of God ▪ Explore different paths within Hinduism eg bhakti yoga (path of devotion), Karma yoga (path of devotion), Jnana yoga (renouncing the world to search for knowledge and wisdom), astanga yoga (the path of yoga and meditation) ▪ Explore how Hindus use the arts to express their beliefs eg in murtis, paintings, dance, drama, music 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Hindu beliefs are expressed in worship and the arts ▪ Make links between elements of Hindu worship, examples of Hindu artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Hindu worship, examples of Hindu artistic expression linking them with the beliefs they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Hindus express beliefs through worship and the arts ▪ Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Hindu beliefs are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Hindu beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others

Learning about Judaism in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Jews express their spirituality in worship?
- How do Jews express their values and experiences through the arts?
- How do Jews make their identity and beliefs known publically?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What does Judaism teach about the nature of God?
- What does Judaism teach about the purpose of human life?
- What does Judaism teach about the place of Jews in the world?
- Can someone who has lost faith in God still be a good Jew?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Jews use the Torah and other Jewish writings to help them decide what is true, right and wrong?
- What is the role of Jewish leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- How do Jews resolve the apparent conflict between theories of evolution and the creation narratives found in Genesis?
- In what ways have modern advances in medicine and other sciences challenged Jews?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How important is it for Jews to marry other Jews?
- How do Jews understand and respond to the variety of religions in the world?
- How do Jews understand and respond to diversity within Judaism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Jew influence your family life?
- How might being a Jew influence your relationships with friends and partners?
- How might being a Jew influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Jewish beliefs influence approaches to the rights and responsibilities of being a citizen?
- To what extent do Jews believe it is important to protect the rights of others?
- Should Jews take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Jews get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Jews of from different traditions choose to work together?
- Why might Jews find it difficult to live and work alongside people whose Jewish beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) be explored. Suggestions about content and attainment expectations are set out on the following pages

OPTIONAL KEY STAGE 3 JUDAISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
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<p>Some suggested questions about <i>believing</i> in Judaism</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> ▪ What does Judaism teach about the nature of God? ▪ What does Judaism teach about the purpose of human life? ▪ What does Judaism teach about the place of Jews in the world? ▪ Can someone who has lost faith in God still be a good Jew? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> ▪ How do Jews use the Torah and other Jewish writings to help them decide what is true, right and wrong? ▪ ▪ What is the role of Jewish leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> ▪ How do Jews resolve the apparent conflict between theories of evolution and the creation narratives found in Genesis? ▪ In what ways have modern advances in medicine and other sciences challenged Jewss? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <ul style="list-style-type: none"> ▪ How important is it for Jews to marry other Jews? ▪ How do Jews understand and respond to the variety of religions in the world? ▪ How do Jews understand and respond to diversity within Judaism? 	<ul style="list-style-type: none"> ▪ Respect for God's name shown by Jews (third commandment): Biblical names of God that Jews show care in using. ▪ How Jews dispose of damaged or old sacred texts. ▪ Monotheism illustrated in the Shema ▪ How Jews make sense of their relationship with God in the light of the Holocaust ▪ Covenants between God, Noah, Abraham and Moses; the chosen people ▪ Significance and role of sacred texts (Torah, Tanach, Talmud, Codes of Jewish law, etc.), rabbis, traditions as sources of authority for different groups of Jews eg Orthodox, Masorti, Reform, Liberal, Chassidim ▪ Jewish responses to the creation/evolution debate ▪ Jewish responses to scientific advances ▪ Find out about diversity within Judaism and reasons for it ▪ Practice is more important than belief in Judaism ▪ Judaism is non-proselytising (Noahide laws) 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; elements of diversity within Judaism ▪ Ask important questions about their own and Jewish beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe and show understanding of Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity within Judaism and between Judaism and other religions ▪ Raise, and suggest answers to, questions about their own and Jewish beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Explain and show they understand Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity between Judaism and other religions ▪ Suggest reasons for diversity within Judaism ▪ Ask, and suggest answers to, questions about their own and Jewish beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Give informed accounts of Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity between Judaism and other religions ▪ Explain reasons for diversity within Judaism ▪ Use reasoning and examples to express insights into their own and Jewish beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Show a coherent understanding of and analyse Jewish beliefs about God, life after death, the purpose of life, the world and their impact; how Jews use their sources of authority to help them decide what is true, right and wrong; how Jews respond to scientific advances; how Jews respond to diversity between Judaism and other religions ▪ Analysereasons for diversity within Judaism ▪ Articulate personal and critical responses to their own and Jewish beliefs
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OPTIONAL KEY STAGE 3 JUDAISM: BEHAVING		
Learning about religion	Content	Exemplar expectations
<p>Some suggested questions about <i>behaving</i> in Judaism</p> <p>To what extent do people's religious/spiritual beliefs affect their personal relationships?</p> <ul style="list-style-type: none"> How might being a Jew influence your family life? How might being a Jew influence your relationships with friends and partners? How might being a Jew influence your approach to caring for yourself? <p>Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?</p> <ul style="list-style-type: none"> How might Jewish beliefs influence approaches to the rights and responsibilities of being a citizen? To what extent do Jews believe it is important to protect the rights of others? Should Jews take active roles in their communities? If yes, how? Why? <p>To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?</p> <ul style="list-style-type: none"> Why and how might Jews get involved with global issues such as social justice and matters of environmental sustainability? <p>How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?</p> <ul style="list-style-type: none"> Why and how might Jews of from different traditions choose to work together? Why might Jews find it difficult to live and work alongside people whose Jewish beliefs/practices are different from their own? 	<ul style="list-style-type: none"> Explore teachings from Jewish writings about ethics and relationships eg those found in the Talmudesp Ethics of Fathers and Hillel's golden rule (Talmud Shabbat 31a) Explore the importance of forgiveness and reconciliation as illustrated in the festival of Yom Kippur Examine teachings found in Leviticus 19 Consider how issues of prejudice and social justice are illustrated in the celebration of some Jewish festivals eg Pesach, Hanukkah, Purim The impact of anti-Semitism and Jewish responses Jewish organisations working for social justice egTzedek, Jewish Care Jewish responses to global issues eg war, world poverty, health issues, environmental issues Principle of ba'altashchit: Jewish law prohibits waste or destruction of resources Explore examples of cooperation and tensions within the diversity of Judaism 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Begin to identify the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues Make links between their own values and commitments and their attitudes and behaviour <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs Raise, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs Ask, and suggest answers to, questions about how they apply their own values and commitments to their daily lives <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of the impact of Jewish beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Jewish teachings are used to provide answers to ethical issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs Use reasoning and examples to express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Jewish beliefs to daily life and relationships <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse the impact of Jewish beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Jewish teachings are used to provide answers to ethical issues; similarities and differences of approaches amongst Jews and with the living out of other religious beliefs Evaluate ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Jewish beliefs to daily life and relationships

OPTIONAL KEY STAGE 3 JUDAISM: BELONGING

Learning about religion	Content	Exemplar expectations
<p align="center">Some suggested questions about <i>belonging</i> in Judaism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> ▪ How do Jews express their spirituality in worship? ▪ How do Jews express their values and experiences through the arts? How do Jews express their identity through dress and diet? 	<ul style="list-style-type: none"> ▪ Ways in which Jewish worship practices and traditions express key values eg importance given to the Torah as the Word of God ▪ Importance of observing mitzvot (commandments) and keeping traditions in bonding Jews together by creating a common lifestyle. ▪ Public display of identity eg. through dress and diet. Impact of keeping kosher or Shabbat on social life with non-Jews. ▪ Symbols and artistic artefacts: Menorah, Eagle/Lion on Torah scrolls, Bells and pomegranates (Rimonim), Lulav and Etrog (Succot), Crown on Torah scrolls, Hamsa (hand for good luck), Magen David (Shield of David), Torah scrolls, seder plate, kiddush cups, candle sticks, Havdallah spice box, dreidel, Chanukah menorah (chanukiya), mezuzah, tallit. ▪ Jewish art primarily involves making ritual objects beautiful as opposed to the visual arts, although there have been famous Jewish artists (esp. Chagall, Klimpt, Miro). ▪ Israeli dancing (see idi.org.uk) ▪ Jewish liturgical music, klezmer, other regional forms of music (see jmi.org.uk) 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Describe ways in which Jewish beliefs and values are expressed in worship and the arts ▪ Make links between elements of Jewish worship, examples of Jewish artistic expression and the beliefs that they express ▪ Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Suggest meanings for elements of Jewish worship, examples of Jewish artistic expression linking them with the beliefs and values they express ▪ Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Recognise diverse ways in which Jews express beliefs and values through worship and the arts ▪ Explain ways in which they and others express beliefs and values that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Interpret the significance of different ways in which Jewish beliefs and values are expressed in worship and the arts ▪ Use reasoning and examples to express insights into ways in which they and others express beliefs and values that are important to them; their spirituality <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> ▪ Analyse diverse ways in which Jewish beliefs and values are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied ▪ Articulate personal and critical responses to ways in which they and others express beliefs and values that are important to them; their spirituality; ; the impact these expressions may have on others

Learning about Sikhism in Key Stage 3

Some suggestions for how the key questions might begin to be unpacked:

BELONGING

Should people be allowed to express their spirituality in any way they choose?

- How do Sikhs express their beliefs in worship?
- How do Sikhs express their beliefs and experiences through the arts?
- How do Sikhs make their beliefs known publicly?

BELIEVING

To what extent is a person's purpose in life determined by their understanding of God?

- What do Sikhs believe about the nature of God?
- What do Sikhs understand to be the purpose of human life?
- What do Sikhs believe about their place in the world?

To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?

- How do Sikhs use Guru Granth Sahib to help them decide what is true, right and wrong?
- How do Sikhs use Sikh writings to help them decide what is true, right and wrong?
- What is the role of Sikh leaders in helping people to understand what is true, right and wrong?

Is it helpful that scientific advances/discoveries challenge people's beliefs?

- In what ways have modern advances in medicine and other sciences challenged Sikhs?

Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?

- How do Sikhs understand and respond to diversity within Sikhism?

BEHAVING

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Sikh influence your family life?
- How might being a Sikh influence your relationships with friends and partners?
- How might being a Sikh influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Sikh beliefs influence approaches to the rights and responsibilities of being a citizen?
- Why do Sikhs believe it is important to protect the rights of others?
- Should Sikhs take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Sikhs get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Sikhs from different traditions choose to work together?
- Why might Sikhs find it difficult to live and work alongside people whose Sikh beliefs/practices are different from their own?

Although the *believing* questions can be addressed discretely, beliefs inform behaviour and shape people's sense of belonging. It is likely therefore that pupils will often explore beliefs in combination with questions about *behaving* and *belonging*. It is not essential, as it is in the study of Christianity, for all the emboldened questions to be addressed but it is a requirement of this syllabus that some questions from each of the areas of focus (*believing*, *belonging*, *behaving*) be explored.

Suggestions about content and attainment expectations are set out in the following pages.

OPTIONA; KEY STAGE 3 SIKHISM: BELIEVING

Learning about religion	Content	Exemplar Expectations
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<p>Possible questions about <i>believing</i> in Sikhism</p> <p>To what extent is a person's purpose in life determined by their understanding of God?</p> <ul style="list-style-type: none"> What do Sikhs believe about the nature of God? What do Sikhs understand to be the purpose of human life? What do Sikhs believe about their place in the world? <p>To what extent do religions/secular philosophies help people decide what is true and what is right and wrong?</p> <ul style="list-style-type: none"> How do Sikhs use the Guru Granth Sahib to help them decide what is true, right and wrong? How do Sikhs use Sikh writings to help them decide what is true, right and wrong? What is the role of Sikh leaders in helping people to understand what is true, right and wrong? <p>Is it helpful that scientific advances/discoveries challenge people's beliefs?</p> <ul style="list-style-type: none"> In what ways have modern advances in medicine and other sciences challenged Sikhs? <p>Is it too much to ask people of different religions/philosophies to be respectful of each other's beliefs?</p> <p>How do Sikhs understand and respond to diversity within Sikhism?</p>	<ul style="list-style-type: none"> There is only one God whose nature is described in the MoolMantar. Sikh belief in Samsara and, with God's help, eventual union with God and impact of these beliefs on Sikh living Sikhs believe in Sewa (service)http://www.sikhanswers.com/principles-and-concepts/role-of-selfless-service-sewa/ Do Ardas (supplication) in front of Guru Granth Sahib, followed by a Hukamnama (order) done by Granthi (priest). Hukamnama is randomly selected Shabad (hymn) from the Guru Granth Sahib. See Sikh Code of Conduct for more information (Article VII point e)- http://www.sgpc.net/rehat_maryada/section_three_chap_five.html Use of Sikh scriptures- Guru Granth Sahib, Guru Gobind Singh's Shabads (hymns), the compositions of BhaiGurdas and BhaiNandLal to give moral lessons and guidance. PanjPyare (five beloved ones) who conduct the Sikh initiation (baptism) ceremony give do's and don'ts at the end of the ceremony. As the PanjPyare are the highest Sikh authority, any Sikh may ask them any question they have (and get a reply) before the start of the Sikh initiation ceremony. For the do's and don'ts visit (Article XXIV point p and q) - http://www.sgpc.net/rehat_maryada/section_six.html http://www.sikhanswers.com/rehat-maryada-code-of-conduct/code-of-discipline-for-the-khalsa/ Sikh responses to scientific understandings and advances e.g. creation/evolution, advances in medical research and treatments etc One basic world-wide Sikh Code of Conduct (visit link below), different Sikh groups put in additions to it according to their own points of view, for example extra compulsory prays. http://www.sgpc.net/sikhism/sikh-dharma-manual.html 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; elements of diversity within Sikhism Ask important questions about their own and Sikh beliefs <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe and show understanding of Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity within Sikhism and between Sikhism and other religions Raise, and suggest answers to, questions about their own and Sikh beliefs <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Explain and show they understand Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity between Sikhism and other religions Suggest reasons for diversity within Sikhism Ask, and suggest answers to, questions about their own and Sikh beliefs <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Give informed accounts of Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity between Sikhism and other religions Explain reasons for diversity within Sikhism Use reasoning and examples to express insights into their own and Sikh beliefs <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Show a coherent understanding of and analyse Sikh beliefs about God, life after death, the purpose of life, the world and their impact; how Sikhs use their sources of authority to help them decide what is true, right and wrong; how Sikhs respond to scientific advances; how Sikhs respond to diversity between Sikhism and other religions Analyse reasons for diversity within Sikhism Articulate personal and critical responses to their own and Sikh beliefs
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OPTIONAL KEY STAGE 3 SIKHISM: BEHAVING

Learning about religion	Content	Exemplar expectations
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Possible questions about *behaving in Sikhism*

To what extent do people's religious/spiritual beliefs affect their personal relationships?

- How might being a Sikh influence your family life?
- How might being a Sikh influence your relationships with friends and partners?
- How might being a Sikh influence your approach to caring for yourself?

Do religions and secular philosophies have a duty to promote a balance between rights and responsibilities?

- How might Sikh beliefs influence approaches to the rights and responsibilities of being a citizen?
- Why do Sikhs believe it is important to protect the rights of others?
- Should Sikhs take active roles in their communities? If yes, how? Why?

To what extent do people's religious/spiritual beliefs affect their sense of responsibility and impact on what they do to care for the world in which they live?

- Why and how might Sikhs get involved with global issues such as social justice and matters of environmental sustainability?

How possible is it to make the world a better place by people from different faiths/philosophies working together without conflict?

- Why and how might Sikhs from different traditions choose to work together?
Why might Sikhs find it difficult to live and work alongside people whose Sikh beliefs/practices are different from their own?

- Explore teachings from Sikh writings about ethics and relationships (respect for elders and other family members, looking after one's own spiritual and physical wellbeing via meditation [Nam Simran] and exercise [Guru AngadDev encouraged physical fitness-wrestling]), http://www.sikhiwiki.org/index.php/Family_in_Sikhism<http://www.sikhanswers.com/principles-and-concepts/what-is-the-goal-of-human-life/>
- Consider Sikh values of Nam Simran (meditation on the Sikh idea of God), Kiratkarna (supporting oneself by honest means), Sewa (service), Vandchhakna (helping others) and their impact on a Sikh approach to citizenship
- Sikhs believe it is important to protect the rights of others, for example martyrdom of Guru TeghBahadur- 9th Guru.
- A number of Sikh organisations take active roles in society, for example Sikh Welfare Awareness Team (S.W.A.T.), visit link- <http://swatuk.org/>
- For Sikh organisations involved with social justice see <http://www.unitedsikhs.org/>
<http://www.prisonerwelfare.com/>
- For Sikh response on environmental sustainability see:
<http://www.sikhnet.com/news/ecological-concerns-and-sikh-activism>
<http://www.sikhnet.com/news/sikhs-urged-celebrate-march-14th-sikh-environment-day-update>
<http://www.sikhnet.com/news/sikh-vatavaran-diwas-environment-day-2012-14th-march>
<http://www.sikhnet.com/news/1001-sikh-institutions-celebrate-march-14-sikh-environment-day>

Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following

- **Begin to identify** the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues
- **Make links between** their own values and commitments and their attitudes and behaviour

Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following

- **Describe and show understanding of** the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs
- **Raise, and suggest answers to,** questions about how they apply their own values and commitments to their daily lives

Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following

- **Explain and show they understand** the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; similarities and differences with the living out of other religious beliefs
- **Ask, and suggest answers to, questions** about how they apply their own values and commitments to their daily lives

Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following

- **Give informed accounts** of the impact of Sikh beliefs on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Sikh teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs
- **Use reasoning and examples to** express insights into how they apply their own values and commitments to their daily lives; the challenge of applying Sikh beliefs to daily life and relationships

Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following

- **Show a coherent understanding of** and analyse the impact of Sikh beliefs, history and culture on people's relationships with friends and family; approaches to citizenship; the rights of others; responses to global issues; how Sikh teachings are used to provide answers to ethical issues; similarities and differences with the living out of other religious beliefs
- **Evaluate** ways in which they apply their own values and commitments to their daily lives, analysing examples; the challenge of applying Sikh beliefs to daily life and relationships

OPTIONAL KEY STAGE 3 SIKHISM: BELONGING		
Learning about religion	Content	Exemplar expectations
<p>Possible questions about <i>belonging</i> in Sikhism</p> <p>Should people be allowed to express their spirituality in any way they choose?</p> <ul style="list-style-type: none"> How do Sikhs express their beliefs in worship? How do Sikhs express their beliefs and experiences through the arts? How do Sikhs make their beliefs known publicly? 	<ul style="list-style-type: none"> Sikhs express their belief in worship via Kirtan (singing hymns) and Katha (spiritual and historical discourse), visit links- http://www.sikhanswers.com/worship-ceremonies-institutions/sacred-music-kirtan/ http://www.sikhanswers.com/worship-ceremonies-institutions/what-is-katha/ Pictures of the Gurus and other important historical figures/events express religious feelings; however they are not used in worship. Music plays a very important role within Sikh worship (see above link about Kirtan). Role plays are sometimes used to enact important historical events; however the role of the Gurus cannot be acted out by anyone. For an up-coming Sikh painter see http://www.artofpunjab.com/ For Kirtan from Golden Temple see http://www.youtube.com/watch?v=girkyNTYmyk&feature=related Sikh 5 Ks, protests, langar, Nagar Kirtan (procession)- and charities see second link http://www.sikhiwiki.org/index.php/Nagar_Kirtan http://www.khalsaaid.org/ 	<p>Pupils working at level 3 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Describe ways in which Sikh beliefs are expressed in worship and the arts Make links between elements of Sikh worship, examples of Sikh artistic expression and the beliefs that they express Identify ways in which they and others express ideas/beliefs that are important to them; their spirituality; the impact these expressions may have on others <p>Pupils working at level 4 will be able to use a developing religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Suggest meanings for elements of Sikh worship, examples of Sikh artistic expression linking them with the beliefs they express Describe ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 5 will be able to use increasingly wide religious vocabulary to do some of the following</p> <ul style="list-style-type: none"> Recognise diverse ways in which Sikhs express beliefs through worship and the arts Explain ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 6 will be able to use religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Interpret the significance of different ways in which Sikh beliefs are expressed in worship and the arts Use reasoning and examples to express insights into ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others <p>Pupils working at level 7 will be able to use a wide religious and philosophical vocabulary to do some of the following</p> <ul style="list-style-type: none"> Analyse diverse ways in which Sikh beliefs are expressed in worship and the arts, using some of the principal methods by which religion, spirituality and ethics are studied Articulate personal and critical responses to ways in which they and others express ideas/beliefs that are important to them; their spirituality; ; the impact these expressions may have on others

Appendix D

UNOFFICIAL APP LEVELS PRODUCED BY QCA

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
8	<ul style="list-style-type: none"> • use a wide range of terminology, concepts and methods to analyse and synthesise a broad understanding of religions and beliefs • interpret religions and beliefs in their historical, social and cultural contexts • analyse different interpretations of religious, spiritual and moral sources 	<ul style="list-style-type: none"> • independently research and conclude from critical enquiries into a range of arguments about religions and beliefs • analyse the interrelationship between religions and beliefs and other disciplines or areas of human understanding, e.g. scientific enquiry • interpret varied forms of religious, spiritual and moral expression using their understanding of religions or beliefs 	<ul style="list-style-type: none"> • synthesise a range of evidence, arguments and reflections to challenge others' ideas and justify their own • express creative interpretations and evaluations of different forms of religious, spiritual and moral expression • draw balanced conclusions about aspects of religion and belief and present them persuasively to others
7	<ul style="list-style-type: none"> • use abstract concepts to analyse issues of religions and beliefs • explain coherently some consequences and influences of religions and beliefs on individuals and communities • explain some of the varying influences of history and culture on aspects of religious life and practices 	<ul style="list-style-type: none"> • initiate independent critical enquiry into aspects of religions and beliefs • use a wide range of relevant evidence, examples and sources to explore religious ideas and practices • use some of the principal methods by which religion is studied to enquire into forms of spiritual and moral expression 	<ul style="list-style-type: none"> • critically evaluate the significance of religious and non-religious viewpoints, personally and across societies • articulate insightful personal and critical responses to questions of belief and ethical issues • analyse contrasting viewpoints, including their own, through critical argument and use of evidence and experience.

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
6	<ul style="list-style-type: none"> • use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. 	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression 	<ul style="list-style-type: none"> • argue persuasively their views on questions of religion and belief, taking account of others' viewpoints • express insights of their own into the challenges of committing to a religion or belief in the contemporary world • explain the challenges posed by religious, spiritual and philosophical questions
5	<ul style="list-style-type: none"> • explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts 	<ul style="list-style-type: none"> • express clear views about how sources of inspiration and influence make a difference to their own and others' beliefs • recognise and explain how issues related to religion and belief are relevant in their own lives • contribute to discussions and develop arguments about religious viewpoints and beliefs, and the challenges of commitment

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
4	<ul style="list-style-type: none"> • comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs 	<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> • describe how sources of inspiration and influence make a difference to themselves and others • apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives • suggest what might happen as a result of their own and others' attitudes and actions
3	<ul style="list-style-type: none"> • make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs" 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • identify what influences and inspires them, and why • compare their own ideas and feelings about what pupils think is important • make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions

Level	AF1 Thinking about religion and belief Pupils:	AF2 Enquiring, investigating and interpreting Pupils:	AF3 Reflecting, evaluating and communicating Pupils:
2	<ul style="list-style-type: none"> • retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • respond sensitively and imaginatively to questions about their own and others' experiences and feelings • give a reason why something may be valued by themselves and others
1	<ul style="list-style-type: none"> • recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • express their own experiences and feelings • identify what is important to themselves and may be important to others

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