



STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

AGENDA

7.00 pm	Thursday 3 March 2016	Town Hall, Main Road, Romford
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Members **25**: Quorum **8** **BUT** a minimum of **one** representative must attend from each group

Representative Groups (current membership)

Group A

Representing
Christian denominations and
other religious
faiths and beliefs (15):

Dr John Lester, Baha'i faith
Mrs Christine Seymour (Chairman), Humanist
Mrs Pamela Coles (Vice Chairman), Methodist
Mr Om Dhir, Hindu
Mr Sansar Narwal, Sikh
Mr Kamal Siddiqui, Sunni Muslim
Mr Tariq Mahmood, Sunni Muslim
Rabbi Lee Sunderland, Jewish
Saddhabhaya, Buddhist
Mr Kevin Walsh, Roman Catholic
Mrs Jenny Fox, Salvation Army
Mrs Dawn Ladbrook, Evangelical Free Church
Pastor Aloysius Peter, Pentecostal Church
Mr John Smailes, Evangelical Free Church
Mr Nasir Mubashar, Ahmadiyya Muslim

Group B

Representing the
Church of England (3):

Mrs Sue Freeman
Mrs Stephanie Ellner
Mike Dean

Group C

Representing
teachers (2):

Ms Linda Munday, Teachers (NUT-Primary)
Kirsty Fanning, ATL

Group D

Representing the
Local Authority (5):

Councillor Gillian Ford
Councillor Jason Frost
Councillor Dilip Patel
Councillor June Alexander
Councillor Joshua Chapman
Councillor Wendy Brice-Thompson (Co-optee)

For information about the meeting please contact:

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grant.soderberg@onesource.co.uk

Protocol for members of the public wishing to report on meetings of the London Borough of Havering

Members of the public are entitled to report on meetings of Council, Committees and Cabinet, except in circumstances where the public have been excluded as permitted by law.

Reporting means:-

- filming, photographing or making an audio recording of the proceedings of the meeting;
- using any other means for enabling persons not present to see or hear proceedings at a meeting as it takes place or later; or
- reporting or providing commentary on proceedings at a meeting, orally or in writing, so that the report or commentary is available as the meeting takes place or later if the person is not present.

Anyone present at a meeting as it takes place is not permitted to carry out an oral commentary or report. This is to prevent the business of the meeting being disrupted.

Anyone attending a meeting is asked to advise Democratic Services staff on 01708 433076 that they wish to report on the meeting and how they wish to do so. This is to enable employees to guide anyone choosing to report on proceedings to an appropriate place from which to be able to report effectively.

Members of the public are asked to remain seated throughout the meeting as standing up and walking around could distract from the business in hand.

Announcement of the arrangements in case of fire or other events which might require the evacuation of the meeting-room or building.

Please turn off or mute any mobile phone

AGENDA ITEMS

1 APOLOGIES FOR ABSENCE - IF ANY, TO RECEIVE

2 NEW OR SUBSTITUTE MEMBERS

To note any substitute members present at the meeting and welcome any new members.

3 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING (Pages 1 - 10)

To agree as a correct record the minutes of the meeting held on 14 October 2015 and to authorise the Chairman to sign them and to address any matters arising therefrom.

4 UPDATE ON SCHOOL ACTIVITY (Pages 11 - 24)

To receive oral and written reports from the Primary and Secondary phase representatives and to comment on them or propose action as necessary.

5 NATIONAL DEVELOPMENTS IN RELIGIOUS EDUCATION

To receive oral and written reports and to comment on or propose action as appropriate.

6 ANY OTHER BUSINESS

Any member may raise issues previously notified to either the Chairman or the Clerk (unless the issue relates to a matter arising from the meeting itself or is of an urgent nature, when the Chairman will determine whether to allow it or not).

7 DATE OF NEXT MEETING

To set a date for the Summer Term meeting and, if possible, set a date for future meetings.

GRANT SÖDERBERG
Clerk to SACRE

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**MINUTES OF A MEETING OF THE
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
Town Hall Main Road Romford
14 October 2015 (7.00 - 8.15 pm)**

Present:

**Representing other
Christian and religious
denominations
(Group A)**

Dr John Lester
Mrs Jenny Fox
Mrs Christine Seymour
Mr Tariq Mahmood
Mr Kevin Walsh
Rabbi Lee Sunderland
Mrs Pamela Coles
Mr Nasir Mubashar
Mrs Dawn Ladbrook

**Representing the
Church of England
(Group B)**

Mrs Stephanie Ellner

**Representing the
Teaching
Profession
(Group C)**

Ms Linda Munday

**Representing the
Local Authority
Councillors
(Group D)**

Jason Frost
Dilip Patel
Joshua Chapman
June Alexander

The Clerk reminded those present of the action to be taken in an emergency.

34 APOLOGIES FOR ABSENCE & NEW OR SUBSTITUTE MEMBERS

Apologies for absence were received from Councillors, Gillian Ford and Wendy Brice-Thompson, Saddhabhaya, Mr John Smailes, Mr Om Dhir, Mr Sansar Narwal, the Revd Dorothee Bührma and Ms Kirsty Fanning

35 ELECTION OF CHAIRMAN AND VICE CHAIRMAN

The Chairman announced the election of the new Chairman and the clerk reminded members of the details relating to nominations and that the position was for two years. Nominations were then invited from those present.

Mrs Coles proposed the current Vice Chairman, Mrs Christine Seymour and this was seconded by Mr Kevin Walsh. Mrs Seymour said that she was prepared to accept the nomination and the clerk asked for any further nominations. As there were none and there were no objections, the clerk declared that Mrs Seymour was duly elected as Chairman for the next two year period.

Dr Lester stood down, wishing his successor well in the position and, on assuming the Chair, Mrs Seymour proposed a vote of thanks for the work for and on behalf of SACRE which Dr Lester had contributed not only in his role as Chairman, but for the many years he had been a member.

Mrs Seymour then announced the election of the Vice Chair and Mrs Coles was prevailed upon to consider the role. On her confirming that she was prepared to stand again as Vice Chair and there being no other candidates and no objections, the clerk confirmed that she was duly appointed and Mrs Coles joined Mrs Seymour on the dais.

36 MINUTES OF PREVIOUS MEETING AND MATTERS ARISING

The Minutes of the meeting held on 14 July 2015 were agreed and signed by the Chairman. There were no matters arising from that meeting.

37 UPDATE ON SCHOOL ACTIVITY

Primary Update

Ms Sutton, provided members with a review of the information contained within three tables concerning the provisional GCSE Results and GCSE entries in 2015, a summary of non-contributing accredited Level 2 RE courses and Level 3 examinations (appended to these minutes).

She followed this by providing a summary of Continuous Personal Development (CPD) activity saying that in late June a practitioner network had looked at the role of RE in developing tolerance which had attracted 26 participants and was considered a success..

Ms Sutton mentioned that the joint agreed syllabus launch with Redbridge in September had been a tremendous success with 92 participants all told. The syllabus was now available to all schools via the Havering Education Service portal and schools had been informed of this. Very positive feedback had been received regarding the launch which, considering the input had been most gratifying.

She stated that at the beginning of October, Hsis had held a follow-up network meeting for primary schools to continue planning and to look in greater depth at specific units. This had been attended by 23 people. The next network meeting – which would be led by RE Today - was scheduled for April 2016 and Hsis (the Havering school improvement service) was yet to confirm the focus for this. In addition, Hsis had also booked a session to look at teaching about Islam with Imran Kotwal in May, as a twilight session.

Ms Sutton then said that she had to report something of a failure with another venture which had been planned. Hsis had purchased a place on the 'Energising RE' weekend conference 3-4 October which had been dedicated to looking at exciting and innovative RE teaching. This was to have been attended by a lead practitioner from Engayne Teaching School with a view to the information gained being disseminated along with the ideas and materials to Havering schools in a shorter event.

Unfortunately the person had to drop out and, despite strenuous efforts to find a replacement including promoting it through the bulletin, the Hsis

newsletter, teaching school publicity and to those who had previously attended networks as a personal email – even offering a day's pay and all expenses paid - the Local Authority (LA) was completely unable to interest any other teacher in attending. This was not only very disappointing, but in these days of straitened finances, an expensive loss. A member observed that it was sad, but indicative of the serious increase in work pressures that teachers were expected to cope with.

Ms Sutton concluded her report by informing members that the LA was promoting Spiritual, Moral, Social and Cultural (SMSC)/British Values detailed tracking and audits in schools. This included the role of RE within its remit. She added that if any member wanted further information, she was happy to provide it.

Secondary Update

The clerk explained that as Ms Fanning was not present, the Secondary update – and the report concerning national developments – would have to wait until the next meeting. Ms Sutton did remark that in general terms there was not a great-deal happening on the national scene – other than a suggestion that national SACREs could be considered as replacements for the current local SACREs. This was likely to be something for future consideration.

38 FINAL UPDATE ON THE LAUNCH OF THE JOINT AGREED SYLLABUS

Miss Munday informed members that she had attended the launch and had stayed for the whole day. She stated that it had been a success but was sceptical about whether teachers would be in a position to have the whole teaching plan in place for the start in September 2016. To illustrate this she cited – by way of example – a friend of hers (Infant RE lead) had been tasked with overseeing the implementation of the syllabus across the whole primary Phase (up to year 6) and had no experience of teaching to that age group.

Members joined a more general discussion which widened into the application of the new syllabus, why some schools used different syllabi (Mrs Ellner explained that St. Edwards Primary used the Chelmsford Diocese Syllabus and felt that other faith groups would probably tend to use the resources made available by their own faiths).

Members then considered whether it would be possible for schools across the borough to avail themselves of these faith schools as “resources for understanding” by arranging visits and Ms Sutton and those who were experienced in the teaching profession averred that this was already being undertaken, but that it was not really feasible to move large numbers of children between schools as a matter of course and Ms Sutton observed that Hsis was already using every option it had available to it to encourage that sort of thing, though Ms Sutton added that further suggestions could be aired through the Cluster meetings.

Members suggested that there were many resources available on the internet and “You Tube” was referenced as being a site where some excellent teaching hints could be obtained.

An observation that it was a pity that there was no School Inspector to cover the fostering of better understanding between the faiths and the answer from Ms Sutton was that there were no school inspectors in Havering for even the basics of maths and English, let alone other areas. The fact was: there were no resources to do this. Everything was being done on a “need” basis. Members expressed their concerns about this and Ms Munday reiterated that it all returned to the problem of teachers no longer having the support they needed, being over-worked and placed in impossible work/life situations. She stated that she was not surprised some 50,000 left the profession in the last year.

Dr Lester stated that a lot of effort had gone into the production of the Syllabus, and the Chairman said that, unlike previous editions of the Syllabus, the collective knowledge and wisdom of SACRE’s members had not been called on, something she felt had been lacking. She then wondered whether these resources could be made available to Hsis. Ms Sutton was confident that this could be of help and so the clerk was asked to circulate her contact details to members so that those who wished could contact Hsis to offer their services. Dr Lester added that both he and the Chair of the Redbridge SACRE had been present at the outset and had jointly formally “launched” the event.

39 ANY OTHER BUSINESS

The Chairman asked if there was anything members wished to raise as nothing had been notified ahead of the meeting as being urgent. Dr Lester drew members’ attention to the leaflet concerning the Week of Prayer for World Peace and the Havering Inter-Faith Forum but that was all.

The Chairman asked where the hard copy versions of the new Syllabus were which the clerk had intimated would be provided to SACRE members after the launch. The clerk replied that he had originally been under the impression that hard copies were to be available, but having pursued this with Mrs Weston he had been informed that the new syllabus was designed to be web-based and because of the prohibitive cost of printing in colour, this was not an option being considered.

He added that so far he had only been asked to provide two copies (which Ms Sutton said she had produced, just not brought with her), but this increased to five during the course of the discussion and Ms Sutton volunteered to bring the number up to 10 which the clerk could keep to be sent out as requested. The offer was gratefully received.

40 **DATE OF NEXT MEETING**

The Chairman observed that recently the dates for proposed meetings had differed from those agreed. The clerk apologised for this, explain that SACRE had been obliged to move due to the re-scheduling of a Cabinet meeting and, as there had been no other committee rooms large enough to accommodate SACRE, he had been obliged to look for the nearest option.

The clerk then offered members the option of two dates and a preference was expressed for **Tuesday 3 March 2016**. The clerk added that he had provisionally booked the Chamber but even so could not be absolutely certain that SACRE might not be moved. At this, Rabbi Sunderland stated that the Synagogue was free that evening and that SACRE was most welcome to use its facilities. He was thanked for this kind offer and the clerk stated that if it was not possible to hold the meeting at the Town Hall, it would take place at the Synagogue so the date was now definite.

Chairman

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SACRE report October 2015

Entries

Level	Type	Entries 2014	Entries 2015
KS4	GCSE	1539	1557
KS5	A	85	82
KS5	AS	16	52

Provisional GCSE Results and GCSE entries 2015

Sum of KS4 Entry		Res ult	Poi nts											Grand Total		
Title	SchName	A*	A	B	C	D	E	F	G	U						A- C
		58	52	46	40	34	28	22	16	0						
Religious Stud Cash in (Linear)	The Royal Liberty School	3	6	9	20	25	12	8	4	5	102	38	37	%		
Religious Studies	COOPERS' COMPANY AND COBORN SCHOOL	25	36	54	38	16	7	3			179	15	85	%		
	Emerson Park Academy	8	21	28	38	40	26	7	2	5	185	95	51	%		
	Gaynes School	12	25	38	32	17	17	3	9	2	175	10	61	%		
	REDDEN COURT SCHOOL		3	7	7	4	4				25	7	68	%		
	Sacred Heart of Mary Girls' School	27	32	35	17	9	3				123	11	90	%		
	Sanders School			2	2	2	1			1	8	4	50	%		
	The Brittons Academy	9	17	29	40	44	25	4	3	6	197	95	48	%		
	THE CAMPION SCHOOL	8	16	48	38	19	6	8	4	2	149	11	74	%		
	The Frances Bardsley Academy for Girls	16	39	52	46	25	20	7	3		208	15	74	%		
	Abbs Cross Academy and Arts College	13	43	47	29	15	8	6	3	2	166	13	80	%		
Religious Studies B	Marshalls Park School		10	5	6	2					23	2	91	%		
Religious Studies B (Phls/Apld Ethc)	ST. EDWARD'S SCHOOL	6	4	4	2	1					17	21	94	%		
Grand Total		127	252	35	31	21	12	8	4	2	1557	10	68	%		

Down 3%pts from 71% in 2014

No 2015 RE results counting in performance tables in following schools:

Drapers:

We offer AQA RE GCSE at KS4 as part of our Options process. However, for the past 2 years unfortunately there has been no uptake.

Hall Mead: One year 10 student enter for GCSE RS in the summer achieved an A*. No Year 11's were entered for RS last summer. It was offered and is every year. The school has a group this year. It also is taught as non- exam in ks4.

Albany:

RE course taught at KS4: WJEC B Religion and human experience, religion and life issues. There were no students entered for the 2015 series

Chafford:

With reference to your request below the school is currently following OCR J621 Religious Studies B, Philosophy and Ethics.

In 2015 we did not follow a GCSE course. All students followed a non-examinable RE course

In 2016, 13 students will be sitting the GCSE course

In 2017 the whole cohort (194 students) are currently being prepared for the GCSE.

Summary of Non-contributing accredited level 2 RE courses.

Counted N

Count of SchName			Result											Grand Total		
Level	Title	SchName	A*	A	B	C	D	E	F	G	U	E 3				
EL/B	Religious Studies	Sacred Heart of Mary Girls' School										1	1		A-C	
EL/B Total												1	1	0	0%	
GCSE/S C	AQA Level 1/Level 2 GCSE in Religious Studies B (S	COOPERS' COMPANY AND COBORN SCHOOL						1					1	0	0%	
	Religious Studies B (SC	Marshall's Park School			1								1	1	100%	
	Religious Studies B (Short Course)	ST. EDWARD'S SCHOOL	15	7	5	4	1	1					18	14	78%	
		THE CHAFFORD SCHOOL	1	4		4				5	3	3	1	1	100%	
	Religious Studies Short Course	Bower Park Academy	2	6		4	1						13	13	100%	
GCSE/S C Total			18	7	6	4	1	1					20	16	80%	
Grand Total			18	7	6	4	1	1					20	16	80%	
			18	7	1	8	5	5	5	3	3	1	6	4	%	

Level 3 examinations

L3	
Entry	(Multiple Items)

Count of KS4		Column Labels												Grand Total
		0	75	90	105	120	135	150	180	210	240	270	300	
Row Labels		U	E	D	C	B	A	E	D	C	B	A	A*	
GCE/A								2	13	25	30	11	1	82
Religious Studies								2	13	21	22	8	1	67
COOPERS' COMPANY AND COBORN SCHOOL								1	5	7	10	2		25
Sacred Heart of Mary Girls' School									2	2	2	3	1	10
ST. EDWARD'S SCHOOL								1	3	3	7	1		15
THE CAMPION SCHOOL									3	9	3	2		17
Religious Studies A Cash-in										4	8	3		15
The Frances Bardsley Academy for Girls										4	8	3		15
GCE/ASB		7	6	10	11	13	5							52
Religious Studies		6	6	7	8	12	5							44
COOPERS' COMPANY AND COBORN SCHOOL		1	1		2	3	1							8
Sacred Heart of Mary Girls' School		1		1			1							3
THE CAMPION SCHOOL		4	5	6	6	9	3							33
Religious Studies AS early entry		1		1										2
The Frances Bardsley Academy for Girls		1		1										2
Religious Studies/ ETHICS				2	3	1								6
ST. EDWARD'S SCHOOL				2	3	1								6
Grand Total		7	6	10	11	13	5	2	13	25	30	11	1	134

A-E	A-C
100%	82%
100%	78%
100%	76%
100%	80%
100%	73%
100%	82%
100%	100%
100%	100%
87%	56%
86%	57%
88%	75%
67%	33%
88%	55%
50%	0%
50%	0%
100%	67%
100%	67%
95%	72%

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Update on School Activity – SECONDARY – for March 2016

National Developments

1. Summer 2015 Examination results

The number of pupils in England and Wales taking GCSE Religious Studies full course has risen again this year, up 5.3% against 2014 to 283,756. This echoes the increase in A Level entries, which are up 6.5% this year compared with 2014.

However the removal of short courses from Department for Education (DfE) performance tables is having a serious and negative impact on the number of pupils choosing to take RS at GCSE level, with an increasing number of schools having no pupils at all taking the subject. DfE performance tables do not take account of results in short courses. The GCSE short course RS, which had been very popular in the past and provided a reward for schools who provided RE for all, has suffered as a result. The short course is delivered at GCSE standard but covers half the content of a full course and is therefore worth half a GCSE.

The key outcomes for Religious Education in England and Wales at KS4 in 2015 are as follows:

- There were 283,756 entries for the full course in GCSE RS, a rise of 5.3% from 2014 (269,494)
- There were 86,679 entries for the short course in GCSE RS, a decline of 26.8% from 2014 (118,481)
- There were 370,435 entries for GCSE RS (combined short and full courses), a decline of 4.5% from 2014 (387,915)
- In 2014 there were 1,197 schools making no entries for any RS qualification; a rise from 268 in 2010.
- 6% of entries for the full course in GCSE RS were awarded an A or an A*
- 8% of entries for the short course in GCSE RS were awarded an A or an A*

Havering's own Daniel Hugill, well known to SACRE, is currently Chair of NATRE and made this statement:

"Congratulations to the many students receiving their Religious Studies results today, and to their teachers who have worked tirelessly to ensure that their students can reach their full potential."

GCSE in Religious Studies makes a key contribution to preparing young people for adult life in our pluralistic society and global community. It is clear though that not all students receiving their GCSE results today were offered the opportunity to study this important subject."

The increasing number of schools that have not entered a single student for an accredited Religious Studies qualification is a grave concern. It is hard to see how these schools are ensuring a suitable degree of religious literacy in their students. NATRE will continue to call for a system that rewards schools for guiding students to study a combination of courses at 14+ that are in each individual's best interests and that will properly prepare them for life in the modern world. The current set of school accountability measures falls short of this aim."

The key outcomes of the 2015 A level results in England and Wales for Religious Education are as follows:

- 23,372 RS A level entries were recorded, an increase of 6.5% on 2014 and more than double the number in 2003 (11,132 entries were recorded in 2003)
- The number of entries for RS A level has increased by 110% since 2003, more than for any arts, humanity or social science subject (the nearest subject is Political Studies with an increase of 62%). Among all subjects, only Further Maths has seen more rapid growth than RS
- 23.9% of entries for RS A level were awarded an A or an A*
- There were 37,365 entries for RS at AS level, an increase of 5% on 2014 and more than double the number in 2003 (15,482 entries were recorded in 2003)

2. GCSE and A Level reform

The new GCSE specifications must be taught from September 2016, for first examination in Summer 2018. However, the draft specifications have been knocked back by Ofqual a number of times and at the time of writing this report, only AQA has had its two specifications now approved and accredited. The other boards will be hoping for theirs to follow swiftly. The delay is a real issue for those schools who have a three-year Key Stage 4 as they should then already be teaching it! Also, there are of course accompanying textbooks from major publishers for each exam course and option, and these cannot be finalised and published until accredited, and therefore teachers cannot choose and buy them now to be able to use them in the writing of their schemes of work.

Assessment will continue to be an even split between AO1 (knowledge and understanding) and AO2 (analysis and evaluation). All assessment will be through linear exams, no coursework, and will be assessed on a scale of 1-9 rather than the current G-A*. There will be an increase in exam time and the number of papers sat. Please see the attached Table 1 and Table 2 for a detailed breakdown of what will be studied under each option.

The A Levels also remain draft stage and as yet unaccredited by Ofqual. The biggest changes are that the AS and A levels have been unlinked, so each is a stand-alone qualification. All assessment will be linear with papers sat at the end of each year. Please see the attached Table 3 for a detailed breakdown of the courses.

3. Social Media and Networking

The online community of RE teachers, providers and interested parties continues to grow and provides great networking, publicity and CPD opportunities.

Daniel Hugill continues to host via Twitter a monthly #rechatuk, with pre-notified topics being discussed, and all invited to comment and share. This is usually the first Monday of every month, between 8-9pm. February's covered how to teach pupils about Hinduism. The next one is on Monday, 7th March, 8-9pm, with a focus on how RE teachers can use research to improve teaching. To join in or view, just use the hashtag #rechatuk.

After a very successful inaugural conference in 2015, the London RE Hub will be running another one on Saturday, 16th April 2016, more information on which can be found here: <https://sites.google.com/site/londonrehab/conference-2016>

It should make Havering proud that this was created and started in Havering by Havering RE teachers, and that Andy Lewis from Sacred Heart of Mary Girls' School has been instrumental in organising and running them.

4. Local news from our Faith Schools

Schools are still in the process of consideration of which exam boards to choose to study RS with. The CES (Catholic Education Service) have been involved in AQA, Eduqas and Edexcel giving a good choice to schools. The AQA spec has been written jointly by the Philip Robinson (CES) and Ant Towey (St Mary's University); Eduqas spec was written by Philip Robinson (CES); Edexcel have consulted the CES but Philip Robinson has worked hard on the OUP textbook written by Catholic RE teachers – including Havering's very own Andy Lewis, Assistant Subject Leader at Sacred Heart of Mary Girls' School - and lecturers from St Mary's University: <http://mrlewisre.co.uk/gcse-catholic-christianity/>

Catholic school have been engaged in the Year of Mercy and events have taken place within the schools and RE lessons to learn more about this and what it means to students.

5. RE Quality Mark Award

The RE Quality Mark (REQM) has been developed to celebrate high quality religious education. It is an accreditation system designed to be a mechanism for whole school improvement beyond religious education since its principle focus is enhanced pedagogy. The REQM is available to all schools. It is run and assessed externally by the Religious Education Council of England and Wales.

Hall Mead School in Upminster became the first Havering school to be assessed for the national RE Quality Mark Award and achieved Gold – the highest award available, recognising consistently high achievement in RE, high levels of pupil engagement and innovative and creative schemes of work. A copy of the certificate is attached.

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Hall Mead School

Has been awarded...

RE QUALITY MARK GOLD

For embedding excellent, creative and innovative RE practice throughout the school and for recognition as outstanding in the wider community.

A handwritten signature in black ink that reads 'Joyce Miller.' The signature is written in a cursive, flowing style.

Dr Joyce Miller
Chair of the Religious Education Council of England and Wales

Valid to: 26th Jun 2018

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TABLE 1 – FULL COURSE WITH EQUAL STUDY OF TWO RELIGIONS

Awarding organisation	Part one: Study of Religions 50% Subject content as set out in DfE annexes		Part Two: Religious, Philosophical and Ethical Studies in the Modern World 50%	Assessment
EDUQAS	Beliefs and teachings and Practices from either: Christianity OR Christianity (Catholic Christianity) AND One world faith chosen from: 1. Buddhism 2. Hinduism 3. Islam 4. Judaism 5. Sikhism	Each section examined though one 1 hour paper – compulsory questions	Study of issues of: • Relationships • Life and Death • Good, Evil and Suffering • Human Rights, Religion and Social Justice	Examined though one 2 hour paper – compulsory questions
	Beliefs and teachings and Practices from two religions chosen from: • Christianity* • Christianity – Roman Catholic* • Buddhism • Hinduism • Islam • Judaism *prohibited combination	Examined through one 2 hour paper (30 minutes per theme per religion)	Study of four themes: • Relationships and families • The existence of God and ultimate reality • Religion, peace and conflict • Belief and non-belief	Examined through one 2 hour paper (30 mins per theme)

TABLE 2 – FAITH SCHOOLS OPTION

Full course – Option Two

1(a) The study of ONE religion on FOUR topics: Beliefs and Teachings, Practices, Sources of wisdom and authority, Forms of expression (Worth 50% of the GCSE)

1(b) The study of a SECOND religion on TWO topics: Beliefs and Teachings, Practices, Sources of wisdom and authority (Worth 25% of the GCSE)

2 The study of TWO themes with a focus on texts and or philosophy and ethics in the modern world in one religion (Worth 25% of the GCSE)

Awarding organisation	Part one (1): Study of Religions 1 50% Subject content as set out in DfE annexes	Part one (2): Study of Religions 2 25% Subject content as set out in DfE annexes	Part Two: Religious, Philosophical and Ethical Studies in the Modern World 25%	
Edexcel A Faith and Practice in the 21st Century Page 19	(Catholic Christianity*, Christianity* or Islam) Component 1 Primary Religion. This is worth 50% of the GCSE Students would study four topics 1. Beliefs and teachings 2. Practices 3. Sources of wisdom and authority 4. Forms of expression and ways of life *prohibited combination 1 hour and 45 minutes examination 112 marks worth 50%	Component 2 Second Religion. Students would study two topics: • Beliefs and Teaching • Practices. Seven religions offered chosen from: • Buddhism • Catholic Christianity* • Christianity* • Hinduism • Islam • Judaism • Sikhism. 50 min examination 56 marks worth 25%	Optional Component 3 Philosophy and Ethics in primary religion. Two themes: 1 Arguments for the existence of God from a variety of viewpoints within a religion. 2. Relationships and families OR Optional Component 4 Textual Study. One textual study chosen from: Mark's Gospel and Qur'an 50 minute examination 56 marks worth 25%	1. Component 1: Primary Religion = 50% 2. Component 2: Second Religion = 25% PLUS EITHER 3. Component 3 Philosophy and Ethics.25% of GCSE) OR 4. Component 4 Textual Study. 25% Each paper follows the same structure – choice of two questions; Structured questions make up 25% of each paper; Extended open response/critical thinking make up 75% of each paper.
AQA – Catholic Christianity	Catholic Christianity (50%) Four topics 1. Beliefs and teachings 2. Practices 3. Sources of wisdom and authority 4. Forms of expression	A study of a second religion chosen from Judaism and Islam (25%)	A study of two themes. These can be based on philosophical and ethical studies in the modern world or text based (25%)	

TABLE 3 Advanced Level Specifications

Awarding organisation	Component 1: the study of religion	Component 2: Philosophy of Religion	Component 3: Ethics and religion	Assessment
WJEC AS	<p>One religion chosen from: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism</p> <p>AS level study four themes There will be four themes within each option:</p> <p>1 : Religious Figures and Sacred Texts 2 : Religious Concepts 3 : Religious Life 4 : Religious Practices</p>	<p>There will be four themes within this component:</p> <p>1 : Cosmological arguments for the Existence of God 2 : Teleological arguments for the Existence of God 3 : The Non-Existence of God : the Problem of Evil 4 : Religious Experience</p>	<p>AS level study four themes (including some applied ethics in Themes 2-4):</p> <p>1 : Ethical Language and Thought 2 : Aquinas' Natural Law 3 : Fletcher's Situation Ethics 4 : Utilitarianism</p>	<p>AS level: Two questions must be answered from a choice of four.</p> <p>The four questions can be selected from any area within the option. Each question will be divided into two sub-questions. Part (a) will assess knowledge and understanding Part (b) will assess skills of analysis and evaluation</p> <p>Assessment weighting within the component: (50% AO1, 50% AO2)</p>
WJEC A-level	<p>A level study four themes</p> <p>1 : Religious Figures and Sacred Texts 2 : Religious Concepts 3 : Development of religious thought and contemporary issues 4 : Religious practices and religious identity</p>	<p>A level study four themes:</p> <p>1 : Arguments for the existence of God 2 : Challenges to religious belief 3 : Religious Experience 4 : Religious Language</p>	<p>A-level study four themes (including some applied ethics in Themes 2 and 3):</p> <p>1 : Ethical language and thought 2 : Deontological ethics 3 : Teleological ethics 4 : Freewill and determinism</p>	<p>A level: Two questions must be answered from a choice of four. All four themes will not necessarily be assessed each year</p> <p>Each question will be divided into two sub questions Part (a) will assess knowledge and understanding Part (b) will assess skills of analysis and evaluation</p> <p>Assessment weighting within the component: (40% AO1, 60% AO2)</p>

Awarding organisation	Component 1: the study of religion	Component 2: Philosophy of Religion	Component 3: Ethics and religion	Assessment
OCR: AS	Development in Religious Thoughts One religion chosen from: Buddhism, Christianity, Hinduism, Islam, Judaism AS level <ul style="list-style-type: none"> religious beliefs, values and teachings sources of wisdom and authority practices that shape and express religious identity 	Philosophy of religion AS level: <ul style="list-style-type: none"> philosophical issues and questions raised by religion and belief including at least three contrasting arguments about the existence or non-existence of God, gods or ultimate reality the nature and influence of religious experience challenges to religious belief such as the problems of evil and suffering philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion 	Religion and ethics AS level: <ul style="list-style-type: none"> ethical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in religion and ethics. three normative ethical theories such as deontological, teleological or character based ethics (at least two of which must be religious approaches) the application of ethical theory to two personal, societal or global issues of importance, including religious ethical perspectives 	At AS level: Candidates study three components and sit a 90 minute examination for each. Weighting 33.3% Marks 90 1: Philosophy of Religion 2: Religion and ethics 3: Development in Christian Thought
OCR A-level	A level as AS above and in addition: <ul style="list-style-type: none"> significant social and historical developments in theology or religious thought a comparison of the significant ideas presented in works of at least two key scholars selected from the field of religion and belief two themes related to the relationship between religion and society how developments in beliefs and practices have, over time, influenced and been influenced by developments in philosophical and ethical studies of religion	A level as AS above and in addition: <ul style="list-style-type: none"> how views of religious language have changed over time; the challenges posed by the verification/falsification debate and language games theory over whether religious language should be viewed cognitively or non-cognitively; and a consideration of at least two different views about religious teachings being understood symbolically and analogically a comparison of the significant ideas presented in works of at least two key scholars selected from the field of the philosophy of religion and developments in the way these ideas are applied to issues in religion and belief how the philosophy of religion has, over time, influenced and been influenced by developments in religious beliefs and practices and ethics 	A level as AS above and in addition: <ul style="list-style-type: none"> how ethical language in the modern era has changed over time; including a study of meta-ethical theories and significant ideas in religious and moral thought such as free will, conscience or authority a comparison of the significant ideas presented in the works of at least two key scholars selected from the field of religion and ethics, and developments in the way these ideas are applied to significant issues in religion and belief how the study of ethics has, over time, influenced and been influenced by developments in religious beliefs and practices, the philosophy of religion 	At A level: Candidates study the same three components as at AS and sit one 2 hour examination for each. Weighting 33.3% Marks 120

Awarding organisation	Component 1: the study of religion	Component 2: Philosophy of Religion	Component 3: Ethics and religion	Assessment
AQA AS	<p>One religion chosen from: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism</p> <p>Paper 1</p> <ul style="list-style-type: none"> God/ gods/ultimate reality Life after death Source of wisdom and authority <p>Paper 2</p> <ul style="list-style-type: none"> The key moral principles of one religion Religious identity 	<p>Paper 1</p> <ul style="list-style-type: none"> Three arguments for the existence of God/gods/ultimate reality Evil Religious experience 	<p>Paper 2</p> <ul style="list-style-type: none"> Three ethical theories Issues of human life and death Issues of animal life and death 	<p>The content for the three components are divided between two papers.</p> <p>2 x written exam: 1 hour 45 minutes each 50% of AS</p> <p>Section 1: One two-part question (30 marks) Section 2: Two two-part questions (30 marks each)</p>
AQA A-level	<p>A level – paper 1</p> <ul style="list-style-type: none"> God/ gods/ultimate reality Life after death Source of wisdom and authority The challenge from science <p>The nature and role of religion</p> <p>A level – paper 2</p> <ul style="list-style-type: none"> The key moral principles of one religion Religious identity Religion and sexual identity Religion and religious pluralism 	<p>A level – paper 1</p> <ul style="list-style-type: none"> Three arguments for the existence of God/gods/ultimate reality Evil Religious experience Religious Language Miracles with reference to David Hume and Maurice Wiles Self and life after death The nature and function of religion <p>A level – paper 2</p> <ul style="list-style-type: none"> Three ethical theories Issues of human life and death Issues of animal life and death Introduction to meta-ethics Freewill and moral responsibility Conscience Bentham and Kant 	<p>The dialogue between philosophy and religion –paper 1</p> <p>How religion is influenced by, and influences, philosophy of religion in relation to the issued studies</p> <p>The dialogue between ethical studies and religion –paper 2 (A level only)</p> <p>How religion is influenced by, and influences, ethical studies in relation to the issued studies</p>	<p>A-level</p> <ul style="list-style-type: none"> 2 x written exam: 3 hours each 50% of A-level <p>Section 1: One two-part question (25 marks) Section 2: Two two-part questions (25 marks each) Section 3: The dialogue between philosophy / ethics and religion One unstructured synoptic question from a choice of two (25 marks)</p> <p>In all sections, questions may be set that span more than one topic</p>

Awarding organisation	Component 1: the study of religion	Component 3: Textual Studies	Component 1: Philosophy of Religion	Component 2: Ethics and religion	Assessment
Edexcel AS	Component 4: Study of Religion <ul style="list-style-type: none"> Religious beliefs, values and teachings Sources of wisdom and authority Practices that shape and express religious identity (Set texts will be specified) 	Component 3: New Testament Studies <ul style="list-style-type: none"> Context of the New Testament Texts and Interpretation of the New Testament Interpreting the text and the purpose and authorship of the 4th Gospel 	Component 1: Philosophy of Religion <ul style="list-style-type: none"> Philosophical issues Nature & Influence of religious experience Problem of evil and suffering 	Component 2: Religion and Ethics <ul style="list-style-type: none"> Significant concepts in issues and debates Utilitarianism, situation ethics and natural moral law War & Peace and Sexual Ethics 	Candidates study three of the four components. Each is worth 33.3% of qualification Each component is assessed by a 1 hour exam <ul style="list-style-type: none"> Structured questions Essay
Edexcel A-level	Component 4: Study of Religion <ul style="list-style-type: none"> Religious beliefs, values and teachings Sources of wisdom and authority Practices that shape and express religious identity Social and Historical developments Comparative study of two scholars Religion and Society (Set texts will be specified) 	Component 3: New Testament Studies <ul style="list-style-type: none"> Context of the New Testament Texts and Interpretation of the New Testament Interpreting the text and the purpose and authorship of the 4th Gospel Ways of interpreting scripture Variety of texts and interpretations Scientific and historical challenges in faith and history 	Component 1: Philosophy of Religion <ul style="list-style-type: none"> Philosophical issues Nature & Influence of religious experience Problem of evil and suffering Language Philosophers Influences and developments 	Component 2: Religion and ethics <ul style="list-style-type: none"> Significant concepts in issues and debates Utilitarianism, situation ethics and natural moral law War & Peace and Sexual Ethics Ethical Language Ethical Theory (including comparison of 2 scholars) Medical ethics 	Candidates study three of the four components. Each is worth 33.3% of qualification Each component is assessed by a 2 hour exam <ul style="list-style-type: none"> Structured questions Extract from an unseen source Essay

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