

## Religious Education Agreed Syllabus conference February 2<sup>nd</sup>, 2022

### Agenda

1. Present
2. Apologies
3. Minutes of the 17<sup>th</sup> November 2021 meeting- see minute 104 included in SACRE main minutes
4. Matters Arising
5. Update see below
6. Feedback from stakeholder meetings and survey
7. Reflection on the vision and aims
8. Next steps
9. Date of next meeting

### 5. Update on Milestones.

Convening of SACRE conferences to review and consider the recommendations for the new AS on the following dates

July 1<sup>st</sup> 2021- **completed.**

November 17<sup>th</sup> 2021- **completed**

February 2<sup>nd</sup> 2022- **today**

Continuation of SACRE mini working group to support wording- **volunteers have put forward their names and some have attended virtual meetings in October 2021 (10<sup>th</sup> and 19<sup>th</sup>) and January 2022 (18<sup>th</sup>) Further dates will be published for the spring term.**

Discussions with stakeholders Summer 2021 through to early Spring 2022-**commenced.**

**Survey sent out to over 300 schools including academies and maintained and faith schools across the county.**

See below for access to the survey

### Future actions

AS conferences June 29<sup>th</sup>, 2022.

First presentation of the reviewed AS will take place in summer 2022 after discussions in Feb 2022.

Entrust support for illustrations summer 2022

Final presentation summer 2022 ready for confirmation

Launch event if deemed appropriate- twilight event late summer term or early September 2022

Roll out to schools ready for autumn Term 2022

**Opportunity to take part as SACRE members**

Please could you encourage stakeholders to click the following link and provide comments on the current syllabus. These comments will support the review.

This is your opportunity to influence change. Link to the survey

<https://www.surveymonkey.co.uk/r/KR5XDTH>

## **6. Stakeholder review of the Staffordshire Agreed Syllabus for Religious Education carried out by SACRE (Standing Advisory Council on Religious Education)**

### **Feedback from October 2021 (10<sup>th</sup> and 19<sup>th</sup>) and January 2022 (18<sup>th</sup>) meetings. Plus feedback from the surveys.**

25 schools to date have provided feedback, this includes those who have taken part in the survey.

#### **Feedback summary comments- see also the additional sheets**

Vision for RE in the AS needs to be clearer

The purpose of the AS needs to be clearer and in line with SCC vision and Ofsted Intent Implication and Impact- References to the Education Inspection Framework are needed-

Keep the three aims of Exploring Engaging and Reflecting but emphasise world views and religious and non-religious world views.

Please do not make radical changes

Keep in British Values section and ensure 'respect' is highlighted

Inclusion of updated Early Years information required in line with new legislation- see sheets

More information on Special Educational Needs required- this could be included as an appendix.

Keep in comments about British Values

Provide planning examples

Provide more assessment examples

The syllabus needs to reflect the diversity of beliefs in the UK more and do more to enable teachers to compare and contrast beliefs within each unit. I feel each unit is far too 'single faith' driven, and the guidance given for each unit is poor. It lacks detail and is consistently viewed as being 'dry' by myself and the other teachers in my school, so we spend a lot of time outsourcing for ideas to enhance the planning. It is not an easy or enjoyable syllabus to teach, and the fact that we have a 99% white cohort of children and staff in our school means that RE teaching is vital to our children learning about the world around them. We feel this syllabus currently limits our success in doing this.

I will leave this to the experts! I am not sure I like the puddles books in Early Years. I have not invested in these yet. Maybe more internet-based support links, videos and quiz suggestions online.

Make assessment clearer although I probably need to read it more thoroughly. make it so you can access the medium-term plans for individual year groups easier. At the moment the medium-term plans are one whole document so when I want to send one electronically to a class teacher I have to screen shot and save to another word document or they get every document. I think as a whole the medium-term plans give so much more information than the previous ones did and are more supportive. It would be great if you could create child friendly knowledge organisers so we could give to parents and children - Just a thought but I will carry on and do them.

## **7. Reflection on the vision and aims**

### **Vision statement**

**Current wording from the 2016 syllabus is in bold and italics below**

***The role of Religious Education in schools is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy.***

***What does it mean to be 'religiously literate'?***

***A religiously literate person would have an established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views. In the context of their own considered standpoint they would also be open to engaging with the views of others in a plural world.***

**Possible rewording taking into account suggestions from various stakeholders**

## **Introduction**

Religious Education (RE) makes a significant contribution to learning in Staffordshire in line with the SCC Education Improvement Service's strategic priorities 'Excellence in Education'. The strategy promotes the provision of high-quality teaching and learning, effective leadership and effective school practice. In line with this, RE enriches the lives of children and young people by equipping them with the knowledge and skills they need to thrive academically, personally, and spiritually.

Studying Religious Education will them to encounter the complexity, dynamism and plurality that characterise human spirituality. In learning about both what it means to hold a religious commitment and, equally, to appreciate the perspectives of those who do not have a religious faith, the subject will equip those who study it with the knowledge, skills and attitudes that will help them to make sense of our rich and diverse population.

## **Curriculum Vision and Aims**

### **Vision**

The Agreed Syllabus 2022 vision for Religious Education is:-

*to prepare all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil a growing knowledge and understanding of beliefs, practices, spiritual insights, and world views, including religious and non-religious world views. They will express ideas and insights regarding the significant, searching and often profound questions that relate to human experience and the quest for meaning and value.*

*The AS will*

- *enrich pupils' religious literacy and build awareness, so that the most important aspects of a range of religious and non-religious perspective are understood.*
- *enable pupils to sensitively engage with the diversity of faith and belief perspectives that characterise contemporary British society*
- *support how pupils acknowledge the way in which religious communities seek to uphold and develop the well-being of the human family.*
- *enable pupils to recognise the dangers associated with violent extremism, whether this is associated with religion (either in the past or today) or with regimes that seek to repress faith and persecute believers.*

**This vision is supported by three important aims -Exploring, Engaging and Reflecting. These aims provide the foundation for effective teaching and learning.**

### **EXPLORING**

#### **1) An increasing core of insightful knowledge concerning world views (both religious and non-religious) and beliefs, both in Britain and in more global terms;**

By exploring religious and non-religious beliefs, rituals, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into faith traditions and non-religious belief experiences whilst living within a local, national and global community today and historically.

### **ENGAGING**

#### **2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;**

By engaging with fundamental questions and ethical principles that are connected with the major faiths traditions and non-religious beliefs – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience. All to be articulated in a respectful and constructive manner.

### **REFLECTING**

#### **3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;**

By reflecting on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice. Reflecting on the moral issues that confront them in their own lives and the challenges faced by faith and non-religious communities. All to be articulated in a respectful and constructive manner.

In order for all pupils to have equal access to high quality education in RE including non-religious world views the subject must be given adequate time and resources to enable this .

## Teaching and Learning Section

Religious Education should be taught in a way that is accessible and interesting to all pupils regardless of their personal faith and beliefs. This will be achieved when no one religious position or non-religious worldview is either promoted or undermined within the teaching of the subject.

Additionally, Religious Education should encourage pupils to acquire the qualities of compassion, respectfulness, thoughtfulness generosity, sensitivity and empathy. It should underline the importance of engaging with those who hold different perspectives without prejudice and enable the pupils' own sense of confidence and identity to grow and develop.

## Assessment section

Assessment judgements can be based not just on written work but upon observation of creative outputs, listening to pupils in group and class-based discussions, and through their participation in other imaginative activities.

Pupils will be expected to demonstrate a progression from Reception to Year 6 in line with the assessment criteria, which will move from

- naming and recognising, through retelling, describing, understanding and explaining to interpreting, talking about, through responding sensitively, making connections, applying ideas and expressing reasoned views to expressing insights with appropriate religious vocabulary.

At the end of each year, teachers will need to use their professional judgement to determine the extent to which pupils have met the age-appropriate expectations for Religious Education and provide feedback to both pupils and parents.

Add a section **on more able pupils** at the end as well as adding the part about SEND pupils assessment.

See other sheets for the section on assessment of SEND pupils. To be included as well are the words *The seven areas of engagement are responsiveness, curiosity, discovery, anticipation, persistence, initiation and investigation.*

The modification of learning activities for more able pupils can be achieved in a range of ways. These may include:

- Offering more challenging activities that focus on higher order skills.
- Encouraging pupils to engage with more profound questions and forms of speculative thought.
- Drawing on content and activities from higher age groups of key stages.

- Promoting the adoption of more specialist religious terminology.
- Inviting children to engage with primary sources, such as texts, artefacts and testimonies.
- Adopting assessment tasks that are based on extended or open-ended activities

## British Values

The Government first set out its definition of British values in 2011 as part of its Prevent Strategy, which was introduced as part of a series of initiatives designed to combat violent extremism. Since 2014, Ofsted has been charged with the responsibility of scrutinising the place of British values and making a judgement about the effectiveness of schools in promoting them as part of the inspection process. Guidance on the implementation of British values is provided in the document 'Promoting fundamental British values as part of SMSC in Schools: Departmental Advice for Maintained Schools', which was published by the Department for Education in November 2014.

Effective teaching and learning in Religious Education will provide a range of opportunities for pupils to engage with and think about British values. This is because the subject addresses universal human values and considers the place of moral and ethical concerns within religions and worldviews, which underline the importance of human dignity, fairness, trust, respect, justice and freedom. This Agreed Syllabus provides opportunities through its three aims to address British Values.

The British values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

## 8. Next steps

### Original contents pages and in italics what is required

**Preface** *Minor tweaks needed with regard to dates*

**Introduction** *-Ben Adams wrote this last time so need to confirm that Johnathan Price will do this for the revised version.*

**Foreword** *-This was written by Rev Prebendary Michael Metcalf our chair last time and we can presume he will do this again.*

**Curriculum Aims** – *This section needs to include our vision statement as well as the aims - see additional sheet.*

**Teaching and Learning** – *This would be a good place to add the section on Intent implementation and impact- The Early Years section needs tweaking- see additional sheet*

*Also we could add the Special school subsection here as this has requested*

**Planning your Religious Education-** *The Early Years section needs tweaking. We could add some example planning in an appendix?*

**Programmes of Study -** *The Early Years section needs tweaking*

**A Framework for Assessment-** *The Early Years section needs tweaking as there is no Exceeding criteria in the EYFS profile and this needs to be stated*

**RE Framework: Age Related Aspects -***The Early Years section needs tweaking*

**Legal Framework-** *This section just needs a check to ensure the wording is clear enough*

**Ensuring your Setting is Compliant –** *This does not need any changes, but it will be checked*

**Acknowledgements –** *This is to include the names of schools who have helped and updated list of the members of SACRE*

**Notes**

**Date of next meeting**