

Discussion paper that was presented to the stakeholder group on 19th January 2022.

The comments from the group are included in italics at the end of each section.

RE in the Early Years Foundation Stage (EYFS)

Religious Education is, unlike the subjects of the National Curriculum, an entitlement/statutory requirement for all registered pupils, aged 4-19: In line with the DfE's 2020 Early Years Foundation Stage (EYFS) statutory framework, schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides opportunities for pupils through exploring the Prime Areas of learning as per the Early Years Foundation Stage statutory framework.

In the Early Years both the Staffordshire Agreed Syllabus and the Early Years Foundation Stage statutory framework apply. Criteria for both can be integrated.

In the EYFS pupils should have the opportunity to encounter the diversity of faiths represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths and a wide religious vocabulary raises awareness of the diverse nature of the world and provides a structure in which to develop their learning.

Schools should build upon this foundation in subsequent key stages.

Children in Nursery classes/other early years' settings are required to cover the religious and spiritual aspects of the EYFS.

Pupils should encounter religions and worldviews through exploring engaging and reflecting. This enables pupils to take their place within a diverse society.

Pupils should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

They should be supported to:-

- use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. (Explore)
- ask questions. (Engage)
- reflect on their own feelings and experiences. (Reflect)

Three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These include:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics

- understanding the world
- expressive arts and design

Prime area: Communication and Language: RE enables pupils to:

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social & Emotional Development. RE enables pupils to:

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.

Specific areas through which the prime areas are strengthened and applied.

Specific area: Literacy. RE enables pupils to:

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. RE enables pupils to:

- Recognise, create and describe some patterns, sorting and ordering objects simply.

Specific area: Understanding the World. RE enables pupils to:

- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment – e.g. on a visit to a place of worship.
- Know some similarities and differences between **different religious and cultural communities** in this country, drawing on their experiences and what has been read in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of wonder, awe and questioning.

Specific area: Expressive Arts and Design. RE enables pupils to:

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.

- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

These learning intentions for RE are developed from the relevant areas of the Early Years Foundation Stage Profile (DfE, 2020), supported by the Early Learning Goals (ELGs) which define the level of development children should be expected to have attained by the end of the EYFS.

Feedback from the working party January 19th 2022

All agreed that this section should be included as it is statutory requirement.

The majority of this would be added as an appendix.....

SEND Provision and the Agreed Syllabus

What opportunities are provided for pupils with Special Educational Needs and Disabilities in RE?

The Staffordshire SACRE vision is that every pupil can achieve and benefit from good quality RE, including all pupils with SEND. RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with Special Educational Needs and Disabilities (SEND) are found in all contexts and all teachers are teachers of SEND pupils. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. The law states that the Agreed Syllabus is to be taught to SEND pupils 'as far as it is practicable.' RE provision for different groups of pupils will vary but all pupils are included.

Assessment

The achievements and learning of pupils with special educational needs can be measured and credited using the (older) Performance Descriptions for RE ('P' Scales), or the (newer) materials based upon the DfE's Engagement Model. These can both provide teachers with indicators of progress for pupils with SEND within RE. Instead of focusing on linear progress, which was the case with the P-scales, the new model is structured around seven aspects of engagement, which have been developed as a basis for assessing pupils with complex learning difficulties and disabilities.

Teachers who work with children working within the parameters of the 'Engagement Model' will find some published guidance (e.g. Routes for Learning or Quest for Learning or EQUALS units) to support them to implement the syllabus practically and record the progress a pupil has made through the earliest stages of development.

Specifications to support assessment in general are found in two documents published by the Standards and Testing Agency (STA): Pre-key stage 1: pupils working below the national curriculum assessment standard and Pre-key stage 2: pupils working below the national curriculum assessment standard. These documents seek to provide a clearer, more inclusive and improved statutory assessment system that will provide, for those pupils that are able to if possible, make the transition onto the National Curriculum's assessment framework.

For pupils who may need modified provision, material may be selected from earlier or later key stages, where this is necessary, to enable individual pupils to progress and achieve. Such material should be presented in contexts suitable to the pupil's age. In making decisions about adjusting the content of the key stage, teachers should take into account the previous experience of the pupil as well as the necessity to communicate a specific differentiated approach to entitlement to subsequent teachers

SEND Suggested Teaching support

Pupils with complex learning difficulties and disabilities (CLDD)

Quality RE begins with the unique experience of each pupil. A calm and peaceful space can enable pupils to experience and enjoy a sense of spirituality as an individual. RE for CLDD pupils involves developing a sense of themselves, their emotions, senses and feelings.

Pupils with severe learning difficulties (SLD)

Quality RE begins with the unique experience of each pupil. RE for SLD pupils involves developing a sense of themselves, their emotions, senses and feelings. Multi-sensory approaches can aid the enjoyment of spiritual experiences. The use of story, music and shared outdoor experiences will enhance such experiences. RE can also support the development of relationships and the understanding of the needs of other peoples' needs.

Pupils with moderate learning difficulties (MLD)

RE for MLD pupils can provide an insight into the world of religions and human experience. Pupils can develop a sense of themselves, their emotions, senses and feelings. Multi-sensory approaches can aid the enjoyment of spiritual experiences. This can support pupils in making links with their own lives in their own family and local community, which should include local religious communities.

Pupils with emotional and behavioural difficulties (EBD)

RE for EBD pupils can enable them to address deep issues of concern in the world of religions and human experience. Pupils can develop a sense of themselves, their emotions, senses and feelings, many which can be complex in nature. The school can provide a safe space to aid this development. Multi-sensory approaches can be utilised to deepen these feelings. RE can also assist the development of pupils' maturity. This can support pupils in making links with their own lives in their own family and local community, which should include local religious communities.

The 2021 Government standards for assessing pupils working towards the standards of KS1 can be found at:

the DfE website. <https://www.gov.uk/government/publications/pre-key-stage-1-standards>.

The 2021 engagement model for pupils with SEND is available here: <https://www.gov.uk/government/publications/the-engagement-model>

Feedback from the working party on January 19th 2022

The group felt it was necessary to include this section but felt that the section currently on SEND in the AS gave a summary of these aspects and would like this information to be included in an appendix

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RE Expectations

Intent Implementation and Impact.

The Ofsted Education Inspection Framework (EIF) places greater emphasis than ever on the role of subjects in setting high standards of learning. This syllabus is carefully designed to support teachers in the following inspection priorities for **Intent Implementation and Impact**.

Inspectors look for an RE curriculum which has similar ambitions to the National Curriculum subject orders. This syllabus offers such a curriculum, and requires schools to provide time, staff leadership and investment to ensure that pupil entitlements to quality RE are met

Setting your intentions for RE.

We help schools to clearly establish their own intentions for learning through our vision, aims and learning intentions, and by prescribing which religions are to be studied in each key stage.

Implementation

This syllabus supports the implementation of a high quality and ambitious RE curriculum. It is intended to be intellectually challenging and personally enriching for all learners. The specific aims of Exploring, Engaging and Reflecting support the implementation of this syllabus. These three curriculum aims are supported by six broad dimensions:

1. Beliefs, teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

The Programmes of study are woven into every unit of work to enable lesson by lesson and unit by unit progress towards the age-related outcomes for pupils in each year group including the end of key stage 3 and 4 and post 16 outcomes which includes GCSE expectations.

The impact of the curriculum on pupils.

We have specified the main progression points in the assessment section of the syllabus. These assessment outcomes are woven into every unit of work. The age-related expectations can be used as a whole to provide an overview of reasonable expectations of achievement across the three aims of Exploring, Engaging and Reflecting for each year group. For each statement a pupil can be assessed as working at greater depth within the expected standard (GDS), working at the expected standard (EXS) or working towards the expected standard (WTS):

Feedback from the working party on January 19th 2022

The group felt it was necessary to include this section to show the connectiveness within the curriculum in line with all other subjects. This section supports the current Education Inspection Framework- the EIF and teachers would flounder a little if there were not references to these aspects.