

PAPER 1

The Agreed Syllabus for Religious Education

Pan-Berkshire SACRE-led Consultation

Summer term 2017

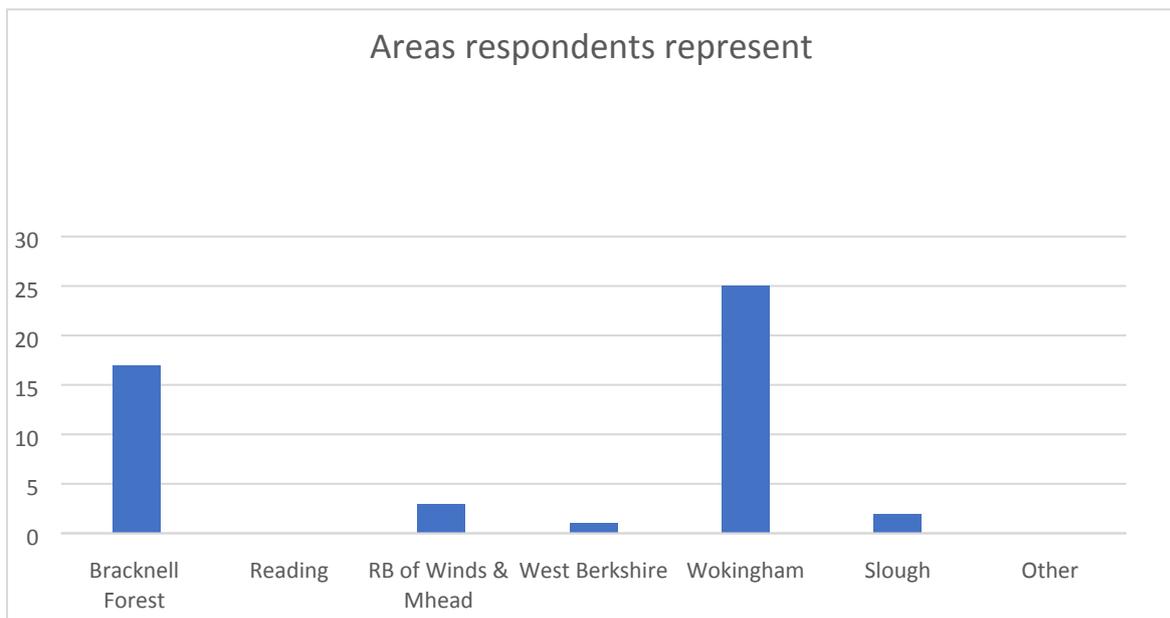
1.0 Background

The pan-Berkshire consultation was open for approximately 2 months. Respondents were able to complete the consultation document on-line or on a paper-based copy. The majority completed the on-line survey with only 3 paper-based surveys submitted. There was an increase in submissions on 10th July following the reminder email.

Number of responses – 49

Where from:

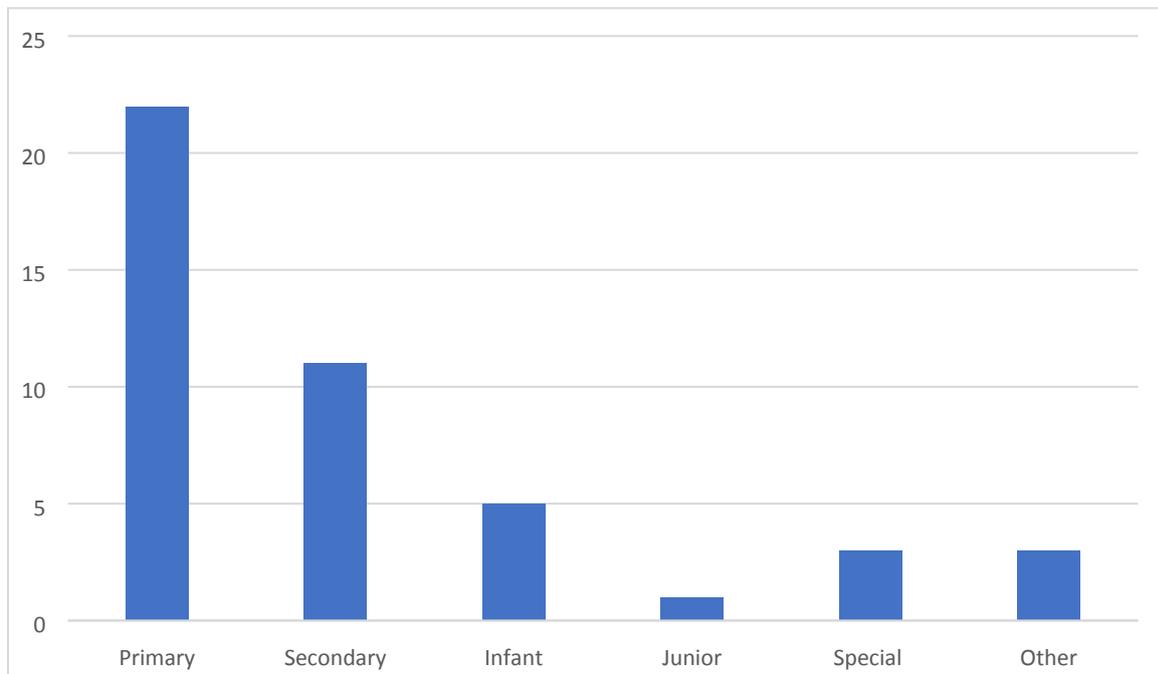
Chart 1



Role within organisation

Respondents came from a wider range of roles with largest number being class teachers (10) followed by Head of Department (5) and Head teachers (4). In total 33 respondents are school based, with the remainder in a range of other roles. See appendix 1 for the full range of roles.

Chart 2 – Type of school



2.0 On-going consultation

17 respondents said they would like to be part of the teacher consultation group, and received on-going updates, however, 2 of these people have not been included in the table in Appendix 4 as they did not provide their name or email address.

(The email addresses have been removed from the table for confidentiality reasons for distribution of this report)

9 people responded saying they would participate in the consultation day, one person did not give their name or email address so have not been added to the table.

The individuals who have indicated their interest in being involved in both activities are in [blue type](#).

3.0 Responses to syllabus

3.1 In response to the question:

Which aspects of the current agreed syllabus would you like to remain the same?

11 of the 29 who responded stated that they would like all or most of the current syllabus to remain the same. The other respondents gave some specifics on the areas they would like to stay the same. See responses in Appendix 2

Blue type indicates responses from people who requested the syllabus stay largely unchanged.

3.2 In response to the question:

Which aspects of the agreed syllabus would you like to see revised? (Please give reasons for this change and your suggestions as to how you would like it to be)

9 of the 28 respondents were happy with the current syllabus. Two were unsure due to lack of experience (see red type). The remaining respondents gave specific comments.

See Appendix 3 for responses

Appendices

Appendix 1

Head teacher – 4

Assistant head – 1

Class teacher – 10

Head of department – 3

Head of department (RE) – 5

Children's ministry coordinator – 1

Representative of teacher's associations – 1

Representing Sikh faith – 1

RE leader – 2

RE coordinator – 1

Head of RS and chair of Wokingham SACRE – 1

KS2 leader and year 6 teacher – 1

On the SACRE group and delivers RE lessons – 2

RE and PSHE coordinator – 1

Tutor – 1

EYFS and RE leader – 1

Voice rep for SACRE – 1

Clerk to SACRE – 1

Appendix 2

Which aspects of the current agreed syllabus would you like to remain the same?

1. The breadth of questions which open up discussions linked to the 3 strands - belonging, believing, behaving
2. All of them
3. We like split into 'Belonging, believing and behaving' and hooking learning on a question. One of my favourites is 'Does the world belong to God?' Great answers and thinking even from Infants. Very thought provoking. The exemplar expectations were useful too.
4. The syllabus provides a good range of coverage which is delivered easily and links the similarities between each faith.

5. I feel the that current syllabus offers very clear guidance on how teachers should structure schemes of learning around the two strands. Overall, I find it very useful in its current state.
6. All
7. The majority of the syllabus could stay the same
8. Most of it
9. The religions that are covered and the questions.
10. I teach Year 3 and find all the current topics accessible and relevant.
11. Like the learning 'about' and learning 'from'. Would like the enquire, explore, reflect, evaluate model
12. Most of it
13. The approach using 'Believing' 'Behaving' 'Belonging' when exploring faith
14. I'm quite happy with most of it. I like the three themes: Behaving, Believing and Belonging.
15. Interfaith Dialogue KS3 Judaism KS3 optional unit Christianity KS3 Islam KS3
16. Learning from other religions
17. The focus on learning about and learning from religion. Focus on believing / behaving / belonging, in some form.
18. Teaching ideas /examples for key questions key questions
19. The enquiry-based nature of the syllabus
20. From previous experience in other school I like the three elements of Believing, Belonging, Behaving
21. The overarching enquiry questions that are answered deeply by the end of the unit, the enquiry that links to concrete objects and experience, the investigation, the evaluation and most importantly, the expression where the children can express their own views and present them openly. This structure works effectively in our school. The coverage of the different main religions works well. The main holidays/celebrations that are covered are effective and comparison can be easily noticed between religions.
22. We follow an adapted version of this for our SEN pupils. We embed some of the key points covered across our curriculum where appropriate and will deliver RE as cross curricular days rather than weekly lessons.

23. Key questions to explore across the Key Stage. Coverage of different religions.
24. Religions split across year groups. More spiritual thinking as they progress in year groups
25. All
26. Starting with exploration question
27. I'm really happy with the current agreed syllabus. It works well for the children in our school.
28. I think the syllabus works really well - it gives a strong starting point for good RE teaching
29. Primarily Christian Teaching with choice of other religions for in depth study. The broad spectrum of faith study.

Appendix 3

Which aspects of the agreed syllabus would you like to see revised? (Please give reasons for this change and your suggestions as to how you would like it to be)

1. A broader spread of faiths being taught through both Key Stages. If this is introduced earlier then children would be able to begin to see multi-faith links in Upper Key Stage 2. Key Stage 2 Behaving: page 31 - some confusion with the examples given 'Kashrut' or 'Ramadan' linked to questions relating specifically to Christianity. This can cause concern & confusion to teachers not fully immersed in background knowledge, feeling they are missing something! Keeping examples linked to the faith in question avoids any worry about incorrect teaching. I also think the word 'Relational' should be included and introduced to the syllabus as a concept to consider. This could be added alongside questions relating to 'Behaving' & living out parents beliefs/traditions as a way of introducing faith as a personal choice & not an imposition of older generations or contemporaries. There are many faith stories where individuals encounter God in various ways and this would be a helpful link to understand 'Relational' alongside the 3 B's
2. None
3. Glossary style sheet describing top 20 key terms for each faith. Teacher can pick up and use easily.
4. None particularly, it works well as it is

5. Rightly so, the syllabus is clearly linked to religious belief but perhaps explore in more depth philosophy and ethics and how the two can intertwine and overlap. I feel like students are very interested in ethical debate and it would be useful to see a sample SOW on how we could make philosophy and ethics a main aspect in units.
6. No change
7. I have no strong opinion about this
8. Islam. I feel it's important in today's world.
9. Maybe exploring more religions - looking at the main festivals.
10. None
11. Review the amount of Old Testament links in the Christianity element of the syllabus. There seems to be quite a lot on the life of Jesus - so much of the OT links into Jesus' life which makes the Bible such an amazing book. Also lots to learn from some of the OT characters that relate to issues students face today.
12. Assessment ideas along with examples: meeting/exceeding/emerging
13. I would like to see more variety of religions in KS3 and perhaps more guidance for KS4.
14. Revise Christianity and Islam in light of the new GCSE specifications.
15. It needs to become a much smaller and more easy to use document - it is large compared to the National Curriculum for other subjects. All content should be in one place - not with large appendices which also need to be referred to. This is because it makes it difficult and time consuming to use. Something compact and specific, all on one / sequential pages would be better. Maybe under each religion, a list of areas of learning (beliefs, places of worship, festivals etc), key concepts to get across under each section, and key enquiry questions, maybe with clearly stated 'optional' bits with it.
16. Give examples of planning for Key Stages. How to go about breaking a religion down into topics/chunks.
17. I think it is very hard to follow and takes a lot of planning. A scheme of work would be helpful
18. Some further guidance about which religions to teach in which year group and how non-faith schools vs faith schools could structure their RE curriculum
19. Unsure
20. I think that as they progress into upper KS2, in Christianity units in particular there needs to be more usage of deeper questions/investigation about Christian events, that link to trips particularly so that clear progression of conceptual ideas and expression is evident in tasks when compared to other year groups. Perhaps parts of the Bible or other religious texts could be used as a reference point. Furthermore, could there be more explicit units about how religions sit together in society peacefully and learn from each other?
21. I haven't taught RE here so find it hard to comment on this.
22. Perhaps breaking down the questions further into phases, or LKS2 and UKS2 to support other teachers plan.
23. More clear cut - each year takes on more specific aspects of each religion
24. For us, it works well as it is.

25. More focus on other faiths from Christianity
26. I'm really happy with the current agreed syllabus. It works well for the children in our school.
27. I think it would be better if the syllabus was less flexible - so that all religions were taught rather than the option to choose
28. Personally I would like to see relatively few changes and a longer period of syllabus stability so that a common understanding can develop.

Appendix 4

Table 2

	Name	Where from	Email
1	Catherine Jinkerson	Wokingham Baptist Church	
2	Nicole Lovejoy	Sandhurst School	
3	Sukhdev Bansal	SACRE Wokingham	
4	Anika Jhani	Whitegrove	
5	Jass Taggar	Wildridings Primary	
6	Linda Galpin	Wokingham Sacre	
7	B S Cresswell	Piggott School Wokingham SACRE	
8	C Jones	Crowthorne	
9	Clodagh Bieniek	Wooden Hill Primary School	
10	Hannah Hillier	Rivermead Primary School	
11	David Maycock	Addington SEN School	
12	Laura Haworth	Radstock Primary School	
13	Beth Johnstone	Westende Junior School	
14	Sally Keenlyside	All Saints CE Primary	
15	Madeline Diver	Bracknell Forest SACRE	

Appendix 5

Would you like to participate in the faith/belief group representative consultation day? This will be held at Wokingham Borough Council, Shute End, RG40 1BN Wednesday 4th October 10am - 3pm (you do not have to be present the entire day) People representing faith and belief groups on the 6 Berkshire SACREs are invited to attend to review together the syllabus content relevant to their religion/belief system

Table 3

	Name	Where from	Email
1	Jo Watt	West Berkshire SACRE	
2	Madeline Diver	Bracknell Forest SACRE	
3	Sally Keenlyside	All Saints CE Primary	
4	Linda Galpin	Wokingham SACRE	
5	Anika Jhani	Whitegrove	
6	Sukhdev Bansal	SACRE Wokingham	
7	Nicole Lovejoy	Sandhurst School	
8	Catherine Jinkerson	Wokingham Baptist Church	

Jan Lever

Pan-Berkshire Hub Manager

On behalf of the 6 Berkshire SACREs August 2017

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