

Report to Redbridge and Havering SACRE on the New Agreed Syllabus

The Agreed Syllabus Conference (ASC) of the two SACREs took the decision to wait until the publication of the National Curriculum for Religious Education (NCFRE) by the REC in late October 2013 before beginning to fully plan the revising of the syllabus. Although this is a non- statutory document both ASCs decided it was important to take into account the current thinking on RE.

In November and Early December Stephen Pett and Fiona Moss analysed the current syllabuses and mapped them onto the new framework in order to ensure evolution not revolution. The Consultants also took notice of the 2013 OFSTED report- RE: Realising the potential and wrote a proposed purpose statement, outline for each key stage including revised key questions, religions and worldviews to be studied and proposed planning steps. Two examples of unit plans exemplifying how to unpack a sample key question. These unit plans based their assessment on the end of key stage outcomes taken from the three aims of the NCFRE and a stepped approach to measuring progress.

In December Fiona Moss met with the first combined teachers working group. The ideas above were presented. Much time was spent refining the core purpose of RE to one that reflected the local situation. Time was also spent debating religions and worldviews to be taught and the questions that had been written.

In Spring further work was done redrafting in the light of the recommendations of the teacher group. This then went to a further teacher meeting in late spring. It became clear that there was not going to be clear advice on assessment in any subject and the teachers wanted to consider a fresh and innovative approach to assessment. Several solutions were considered by the consultants working closely and meeting with the SACRE consultants Daniel Hugill and Deborah Weston. After a final face to face meeting in May it was decided to attempt an innovative and thoughtful approach, embracing the importance of knowledge in each of the religions and worldviews to be studied. Stephen and Fiona have written essential knowledge in Christianity in KS1 and 2.

This approach was then put to the teachers working group. The approach was approved by the teacher group and now the rest of the outcomes can be drafted and unit plans can be written. We plan to write 3 levels of planning exemplification; some full unit plans with detailed lesson ideas exemplifying the planning approach that is at the heart of the syllabus, structured outlines showing how to unpack a key question with some indication of activities but allowing space for teachers own creativity and planning sheets supporting teachers developing their own units. These three different styles will act as a form of professional development supporting teachers with planning.