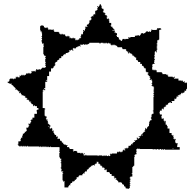




# Haringey SACRE Annual Report

2002-2003





**HARINGEY STANDING ADVISORY COUNCIL FOR RELIGIOUS  
EDUCATION**

**ANNUAL REPORT 2002/03 ACADEMIC YEAR**

Introduction

As reported in the last Annual Report, the new Haringey Agreed Syllabus was launched in July 2002. This was well received and is proving to be a valuable tool for teachers, this has been reflected in some comments made by Inspectors in recent Ofsted reports.

Last year SACRE completed their review of the Determinations procedure and implemented a new scheme based on the premise of accessibility to schools. A positive endorsement of the work has been the consideration of two applications for determinations, one of which was approved. This is reported in further detail elsewhere in the report and is a further illustration that the hard work that SACRE has put in is beginning to reap rewards.

There has been consistent administrative support during the year from the Clerk and professional guidance from the RE Consultant Adviser.

Full SACRE meetings were held on 7<sup>th</sup> October & 12<sup>th</sup> December 2002, 13<sup>th</sup> March and 19<sup>th</sup> June 2003 and a SACRE Determinations Meeting was held on 15<sup>th</sup> May 2003.

**RELIGIOUS EDUCATION**

Agreed Syllabus

As reported in the last annual report, the Haringey Agreed Syllabus for religious education was launched on 3 July 2002. A large number of schools and members of SACRE attended the event. Workshops were held, some facilitated by SACRE members and others by members of faith communities, and a resource fair ran throughout the day provided schools with opportunities to investigate high quality artefacts, books and videos. During this year schools have been managing the implementation of this Syllabus and our expectation is that all schools have it fully implemented by September 2003.

In September 2002 phase - specific training sessions were provided free of charge by the LEA to support schools as they addressed the implementation of the Syllabus. This was well attended for Key Stages 1 and 2, reasonably well attended for Key Stage 3 but unfortunately no Special schools attended their training day.

A courses programme was drawn up to support the implementation of the Syllabus beginning in the summer term 2003 and extending across the following year. This will address teachers' concerns relating to teaching about specific faiths. Half day training sessions for Key Stages 1&2 and 3&4 have already been delivered in June focusing on providing support for teaching the requirements for Islam and Sikhism. Resources were recommended and links were made to a CD Rom, called 'Faiths', provided free during that term to all Primary schools in the LEA by the London Grid for Learning and Espresso education.

The next sessions in the course programme to be provided in September will concentrate on the Syllabus requirements for Buddhism and Judaism. Schools opt into those sessions on the course programme which they feel will meet their particular needs.

During the year SACRE members have been kept up to date with the national debate over the development of a non-statutory framework for RE as proposed by the QCA. They have also noted the proposal by the Bishop of Portsmouth on behalf of the Church of England, the Methodists and the Baptists for a National Agreed Syllabus. Through a member of SACRE who is a representative on the RE Council and the RE Consultant SACRE members have been informed about the debate and have expressed their anxieties about the outcome. As the year ends SACRE members wait anxiously for the Minster to make his decisions, not at this stage confident that pressure from the Christian churches to influence developments in favour of their religious viewpoints will be resisted.

## Standards in Religious Education

A total of 8 OFSTED (Office For Standards in Education) inspection reports for Haringey schools were considered during the year, two for secondary schools, one for a special school and 5 being for Infant, Junior and Primary schools.

Representatives of schools were invited to attend SACRE's meeting to contextualise and discuss their reports.

Although RE had improved since the last inspection in 3 schools, there were a range of issues raised in these reports this year and SACRE are keen to know whether the implementation of the new Agreed Syllabus will address most or all of these in these schools or others like them. In one Primary school where RE is an issue for action the change of syllabus was noted by the inspection team: *'The coverage of the curriculum is inconsistent because the Agreed Syllabus has not yet been fully integrated with the school's existing scheme of work' and 'teachers still require more training on the implementation of the Agreed Syllabus'.*

In this school there was no subject leader at the time of the inspection and issues raised with the subject should be more easily tackled when a subject leader is in place *'Ensure that there is a designated co-ordinator for all subjects and key areas, and, develop manageable systems to regularly monitor the teaching, curriculum coverage and standards in every subject, so that any weaknesses are identified and addressed.*

In three Primary schools the influence of a strong subject leader in developing the subject was praised. Teachers have been supported very well and demonstration lessons have been given to help less confident and experienced staff. *'Very good lessons were observed in a wide range of subjects but there were more in English and religious education than in other subjects. This reflects the hard work done by the co-ordinators of these subjects to improve the quality of teaching.'*

The leadership of the RE co-ordinator has been judged central to the development of RE 'There is a clear curriculum plan ... that ensures that pupils progress from year to year and topics are covered in a systematic way in a reasonable depth.'

The quality of teaching is enhanced in many schools by good use of religious artefacts, books and authentic materials. Pupils from a range of faiths appear to readily contribute from their own experience in one school'. 'One of the pupils from a Muslim background became 'an expert' in the subject' and 'in a Year 4 lesson.. the teacher asked pupils from the Greek background to tell the story of Greek Orthodox Easter and the Holy week.'

In three other schools good use of visits and visitors was reported to develop and extend the curriculum. In one a parent supported an RE lesson on Islamic prayer *'The outcome of the lesson was that pupils gained both in their knowledge of and respect for the practices and beliefs of Islam'* whilst in another the school's established link with the local church is noted *'the minister visits the school regularly and pupils visit the church as part of their work in art and religious education.'* In the special school visits to a number of places of worship *'makes learning relevant to pupils and improves their understanding of the symbols relating to different faiths.'*

RE contributes well to pupils' spiritual development, mainly through planning for Attainment Target 2. For example in one report SACRE noted that *'lessons stress the development of pupils' personal responses to religious education, and the significance of religious beliefs to everyday life.'* As an example given 'One pupil wrote, *'My mum is the light of my world'*. And in Key Stage 2 ' *they are encouraged to think about the nature and importance of belief, 'Is there such a place as heaven?', 'Why does God let terrible things like September 11 th happen?', and the significance of prayer.'*

In both Secondary school reports SACRE noted that although provision for RE in the sixth form does not meet statutory requirements, good teaching, good progress made by pupils with special needs and the strong contribution

of RE towards the school's spiritual, moral, social and cultural development of students were all praised.

Teaching in one school was commended as having *'Lively pace and variety in lessons'* this motivates and challenges students *'very good use is made of deadlines to motivate students and keep them on track.'* Gifted and talented pupils are catered for *'there are many challenging activities that develop students' analytical skills.'* At the time of the inspection inspectors found *'Departmental management is satisfactory. The head of department approaches the task with commitment and a clear sense of purpose and direction'*

In the other school lessons were described as good and *'Teaching throughout the department is satisfactory and good at Key Stage 3. Teachers use a wide range of teaching strategies and methods in their lessons and considerable priority is given to maintaining a positive and disciplined working environment.'*

SACRE members will be interested to see if the implementation of the syllabus and attendance on associated training has a positive effect on RE in reports next year.

Issues for development across these schools which SACRE will take particular note of include:

- Assessment
- Marking
- monitoring
- time allocation
- supporting teachers who have weak subject knowledge
- 

As part of the last Annual Report SACRE considered R.E. GCSE results for 2001/2002 and this summer's results are appended to the report as Appendix 2 a commentary/analysis of this summer's results appears below.

## GCSE Results - Full and short courses summer 2003

As part of the last Annual Report SACRE members considered and discussed the R.E. GCSE results for 2001/2002. It was as a response to that information that the paper on raising D grades to C grades was disseminated to teachers. A commentary/analysis of this summers' results appears below. Results are compared throughout with data from last year.

### Summer 2003

Percentage of candidates gaining grade (to nearest whole number)

	Full 2002	Short 2002	Full 2003	Short 2003
<b>A*</b>	1.0	1.5	1.0	3
<b>A</b>	6.5	4.2	7.3	5.9
<b>B</b>	14.5	9.1	10.5	11.7
<b>C</b>	12.5	12.4	13.7	16.2
<b>D</b>	20.5	17.7	17.3	12.9
<b>E</b>	15.5	14.1	14.1	17.4
<b>F</b>	11	17.1	12.8	9.6
<b>G</b>	12.5	10.5	6.1	5.1
<b>U</b>	5	8.6	8.3	4.1

% A\* - C

% A\* - G

Total both =

Total both =

2002		2003	
full	short	full	short
34.5	27.2	32.6	37
94	86.7	82.7	82.3
Number entered Full course			
2002		2003	
boys	girls	boys	girls
94	106	148	165
200		313	
Number entered short course			
2002		2003	
boys	girls	boys	girls
283	191	285	201
474		486	

As can be seen from the above figures, local results for both the full and short course GCSE examinations this summer are roughly comparable with those from last year, which unfortunately fell well below national figures. This year's national data is not at this stage available so it is not possible to make comparisons with this year's examination results.

A higher number of pupils have been entered for the full course examination this year so that for 102 pupils in year 11 their full course GCSE result helped them to achieve their 5 A\*-C target. This compares with 69 pupils last year and shows a significant improvement.



There are still a large number of pupils in the LEA who are not entered for a public examination and therefore their statutory RE at Key Stage 4 is not helping them to gain qualifications. This is a concern to SACRE and the LEA.

Despite some individual successes at school level across the LEA it is still of concern that there are so many pupils achieving a D grade. Work still needs to be done to target pupils working at D grades to enable them to achieve at least C grades and it may prove necessary to re-issue last year's advice to Departments.

Religious Education is a statutory subject to the end of sixth form. This year for the first time we have received data on results at AS / A Level. These are aggregated in the table below and compared with the results from a statistical neighbour LEA. Although it is an improvement to have these examination courses offered, the courses need to attract larger numbers of students.

<u>A &amp; AS Level Results</u>		
Number of students entered achieving grades		
Grade	2003 statistical neighbour	2003 local
A	9	2
B	34	3
C	46	2
D	24	1
E	7	0
U	1	

#### Methods of Teaching, the choice of teaching materials and Teacher training

The continuing professional development programme attached to the launch of the Agreed Syllabus has already been described earlier in this report.

'Targeting the GCSE D/C Boundary in Religious Education' Following the discussions about examination results in 2002, and concern at the number of students achieving D grades, the SACRE approved a paper based on existing good practice in schools and advice from the KS3 strategy called 'Targeting

the GCSE D/C Boundary in Religious Education' which was distributed to schools in the autumn term. This is attached at Appendix 3.

Directory of Places of Worship During the year SACRE embarked on the development of a Directory of Places of Worship in the LEA to support schools in delivery of the Agreed Syllabus. The members of SACRE have therefore begun to draw up a list of local places that welcome such visits and it is expected that work will be completed during the next year and issued to all schools as a supplement to the Agreed Syllabus as well as being published on the local 'Harinet'.

The RE and School Effectiveness Project. Working in partnership with the RE Consultant and Brunel University, some schools in the LEA have begun to develop a project linking schools with their communities. This is led in the LEA by Jenny Stonhold, School Improvement Officer for Citizenship, who has provided SACRE with regular updates on the work undertaken by the project group. It is expected that SACRE will receive a final report during the next year.

### **COLLECTIVE WORSHIP**

This was monitored through the consideration of the same OFSTED reports referred to earlier in this report on standards in RE. In relation to spiritual development and collective worship the picture was an improvement on that noted last year as encouraging.

Provision for pupils' spiritual development was judged to be at least satisfactory in all of these schools. This was an improvement in 2 schools; however statutory requirements for collective worship are not being met in 2 primary schools and the secondary school.

Spiritual development was deemed to be good in one Primary school where the inspection team pointed out *that 'This is preparing pupils well for life in an*

*ethnically diverse society..' and 'Pupils' good spiritual development is supported well by the strong community ethos of the school '.*

*In an infant school 'spiritual development is fostered well across the curriculum and pupils have many opportunities to reflect on things that are precious to them and to others.' Whilst in a primary school 'The provision for spiritual, moral, social and cultural development is good overall and underpins the school's caring ethos'.*

*In one secondary school.' Assemblies take place once each week for each year group, therefore ' the statutory requirement for a daily act of collective worship is not met.'* Inspectors found that *'Assemblies rarely constitute worship, although one good assembly on the theme of 'respect' did provide some opportunity for reflection.'*

*In the other secondary school collective worship was found to 'celebrate a wide range of cultural and religious practices and enable the girls to explain themselves to their peers.'* Pupil participation in the school was found to be strong and the team reported that *'The mature way in which students take responsibility for many of these assemblies adds to their value and impact.'*

Following the inspection the school applied for and granted a determination; this is described in greater detail in the section on Determinations which follows this.

*In providing for the spiritual development of all pupils the secondary schools and one Primary school make provision for Friday prayer for Muslim students and the secondary school makes provision for 'a Christian group that meets weekly.'*

*Provision for pupils' spiritual development in the special school is good. Pupils are provided with 'a good range of opportunities to develop insights into values and beliefs, which in turn fosters their spiritual awareness and self-knowledge, and 'Assemblies provide important opportunities for worship and*

*for reinforcing pupils' understanding of the beliefs of different religions and cultures.'*

### Determinations

The SACRE's determinations procedure was tested during the year when two secondary schools applied for determinations for their whole student body. This was the first time the new policy was used. SACRE had taken the decision that the whole SACRE would consider applications for determinations.

A meeting was held on 15 May 2003 to consider the two applications, both from secondary schools. Representatives of the schools attended and talked to SACRE about their applications and why they felt a determination was appropriate for their school.

One of the schools had taken the opportunity to meet at an early stage with the RE Consultant to discuss their application and theirs was a particularly full and well thought through proposal. SACRE were impressed with the level of thought which had been applied particularly in relation to the breadth of the provision for pupils. This application for a determination was granted.

The second application whilst generally sound gave rise to a number of concerns particularly in relation to how the school planned to support teachers, particularly inexperienced teachers, in delivering collective worship in tutor groups. SACRE had difficulty in grasping how consistency of provision would be ensured if the emphasis was on discussion in tutor groups. SACRE were unable to grant this application but were minded to consider a new application in the autumn term.

### LINKS WITH OTHER AGENCIES

Haringey SACRE remains a member of the National Association of Standing Advisory Councils for Religious Education (NASACRE). They receive

information from Conferences organised by this National Association and members of SACRE report back on Conferences attended.

On joining the SACRE Members are sent a copy of the booklet "So You're Joining Your Local SACRE... A Handbook for SACRE Members" produced by NASACRE in addition to the Agreed Syllabus, agendas and minutes in that they get a flavour of the work of the SACRE.

Members of SACRE also regularly receive and consider the QCA updates and the analysis of SACRE reports.

During the year the SACRE was saddened to see the departure from QCA of John Keast, Principal subject Officer for RE, PSHE & Citizenship. On behalf of SCRE the Chair wrote to John expressing SACRE's appreciation for his work and their best wishes for his future. The letter, copied to QCA's Chief Executive, also referred to the downgrading of RE signified by the restructuring process at QCA:

*"Dear John,*

*When Haringey SACRE last met, members were informed that you will shortly be leaving QCA. We wish to offer you our good wishes for the future as well as our thanks for the way in which you have managed to provide a national lead in raising standards during your time at QCA. Members of SACRE have always found you supportive, professional and approachable whether they have met you face to face or communicated electronically or by telephone.*

*Haringey SACRE members are concerned about the reorganisation of posts at QCA which have resulted in the removal of a post at your level for RE, PSHE and Citizenship. We feel that this represents a significant downgrading of the link between the 3 subjects for which you are currently Principal Manager. This is a time when the social cohesion agenda is important educationally, politically, nationally and internationally and we believe that the dislocation of these subjects is a mistake on the part of the QCA. Furthermore this does not do justice to the foundations of understanding between these three areas which have been laid by your work and that of your team under your leadership.*

*Best wishes for the future.*

*Yours sincerely,*

*Eddie Griffith  
Chair of Haringey SACRE  
cc. Ken Boston, QCA Chief Executive"*

One member of SACRE is a representative on the RE Council and another a member of the Professional Council for religious education. (PcfRE). The consultant RE Inspector is a member of the Association of RE Inspectors, Advisors and Educational Consultants. All of these colleagues bring information and expertise to the meeting to support the work of SACRE.

### **PROFESSIONAL AND ADMINISTRATIVE SUPPORT**

The services of a Consultant RE Adviser / Inspector on religious education and who provides training and developmental expertise have been "bought in" by the authority since 1999. SACRE is currently also supported by a Principal Committee Secretary.

The position of link officer from within the Education Authority was changed during the year and Jenny Stonhold, School Improvement Officer, now fills this position for Citizenship. Andy Downing, her senior manager from Capita has also attended during the year to ensure a strategic steer for SACRE's work within the LEA's Education Plans and associated funding.

All meetings of the SACRE are held at the Civic Centre with the costs of the meeting rooms being borne by the LEA. The LEA also covers the expenses of the SACRE in relation to the administrative costs of producing and despatching the agenda, the Annual Report and other papers.

#### **Finance**

Clarification was again sought during the year as to the level of budgetary provision for Haringey SACRE and this was clarified through funding attached to the SACRE development plan. SACRE were advised that the implementation of the new Agreed Syllabus had cost in the region of £17,000.

## OTHER ISSUES

### Holocaust Memorial Day

SACRE was again closely involved in the planning of the events held in the borough to mark Holocaust Memorial Day. SACRE was regularly briefed by the lead officer for the project and was represented by member sitting on the working group planning the events.

Reproduced below is a minute from the meeting of SACRE held on 13 March 2003 which summarises the various events that were held.

*"Leon Joseph gave SACRE a full appraisal of the events which had taken place to mark the Holocaust. The launch of the Anne Frank Exhibition had been particularly well attended and had been opened by Doreen Lawrence OBE. The support of the Education Directorate had been vital and they had made a substantial financial contribution which helped ensure the success of the event. Local school children had been involved in the launch including two girls from Hornsey who had read extracts from Anne Frank's diary which proved very moving for all those present.*

*There had been a fantastic response from volunteers with every session of the exhibition being opened being fully staffed.*

*The commemorative event had again involved three strands, commemoration, community and education. As part of the council's commitment to the development of the garden of remembrance a new wrought iron arch had been unveiled at the event. Local school children from St Francis de Sales, Risely and Bruce Grove had planted snowdrops in the garden which had flowered around Holocaust Remembrance Day and been symbolic of new beginnings/life etc. Both the Haringey Youth Choir and the Youth Orchestra had performed at the event and been most impressive.*

*Discussion turned to the prospect of war in Iraq and the possibility of an upsurge in anti-Islamic incidents and that schools should remain vigilant."*

### Development Plan

SACRE noted its development plan and that many of the targets had been achieved. It undertook to update its development plan in the new academic year with clear indications of resource implications applied to projects.

### Inspection of SACRE's

During the year SACRE members were concerned to ensure that if Haringey SACRE were to be selected by HMI for their Pilot inspection series they would be ready to discuss their work and celebrate their effectiveness. Some time was therefore taken at two meetings to consider the work that SACRE was doing to raise standards in RE and Collective worship and to work for Social Inclusion in Haringey. The minute where this was considered in March 2003 is reproduced below:

*"SACRE noted that since their last meeting a letter had now been received from Ofsted confirming that inspections of SACRE's were to be introduced to measure their effectiveness.*

*Haringey had volunteered its SACRE for an inspection in recognition of the achievements of recent years and the good working relationship with the Local Education Authority. Whilst it was unlikely that Haringey SACRE would be selected for an inspection as the LEA was due to be inspected in the Autumn it would be wise to do some preparatory work for an inspection of SACRE. The consultant had circulated some initial thoughts about the process and questions that could be considered and a supplementary paper was circulated at the meeting. In view of the complexity of some of the issues to be considered members requested that they submit their comments in writing to the Clerk. The Clerk undertook to circulate copies of the Annual*



*report and the QCA booklet " An effective SACRE - making a difference" to all members as these would be of use.*

**AGREED:**

*That Members submit their comments in writing to the Clerk as a response to the paper produced by the Consultant and in preparation for a possible inspection of the SACRE."*

## **APPENDIX 1**

### **SACRE MEMBERSHIP 2002-2003**

**Group A:** Christian Denominations and other Faiths represented in Haringey:

Mr B. Haylock (Salvation Army FCFC), Ms S. Berkery-Smith (Diocese of Westminster (RC)), Mr M. Usamah (Muslim Educational Trust), Mrs A. Kennard (Board of Deputies of British Jews), Mr M. Ibrahim (Muslim Educational Trust), Ms O. Thoma (Greek Orthodox), Ms B. Parsons (Spiritual Assembly of the Bahai's), Dharmachari Kulamitra (North London Buddhist Centre) Mr K. Ranganathan (Hindu (Shiva) Temple Trust) and Miss A. Campbell (United Reformed Church).

**Group B:** Church of England:

Mr E. Griffith, Mrs J. Jamieson, Ms C. Goymer, Mr J. Seabrook and Mr A. Johnston.

**Group C:** Professional Associations:

Ms N. Parmar (NUT), David Ferguson (NUT), Mr C. Cahill (SHA), Mr N. Bradley (HTA) Ms J. Arrowsmith (NUT) and two vacancies

**Group D:** Local Education Authority Group:

Councillor Bloch, Councillor Haley, Mr J. Baaden, Mr B. Oakley and one vacancy

Co-opted Non-Voting Member:

Mr N. Bacrac (British Humanist Association)

# **Targeting the GCSE D/C Boundary in Religious Education**

# Targeting the GCSE D/C Boundary in Religious Education

In order to ensure that pupils who are able to achieve between A\* -C in their GCSE results achieve their full potential in RE, the following notes have been prepared to suggest ways in which pupils' can be supported in developing consistent C and /or C+ results.



## I. Advice which could relate to all subjects:

### A. Targeted pupils

- Target pupils during KS3 and throughout KS4, review the group regularly and talk to them about their standards of work.
- Take into account gender variations in national, local and school performance.
- Target these pupils (not necessarily exclusively) in Easter revision classes and February half-term revision "club"
- Develop pupils' strategies to organise and remember what they have learned.
- Keep in touch with other departments in the school, form tutors or other staff, e.g. learning Mentors, to keep aware of changes to individual circumstances e.g. home problems, anxieties, relationship or health issues which may be influencing students' work and to which you need to be sensitive.
- Encourage targeted pupils - build up their confidence and the mindset that they are going to do well.

### B. Sharing knowledge, insights and expertise

- Make clear to pupils the difference between performance at D level and C level and how to move from one grade to the other.
- Include these definitions in lessons and in learning objectives.
- Share this knowledge with parents.
- Set clear and precisely focused targets based on these definitions.
- Teach pupils to assess their own work against grade criteria. Begin training pupils in this approach as early as is feasible in Key Stage 3. Develop peer assessment from Year 7.

- Include precise, detailed, subject-specific assessment criteria in pupils' workbooks / planners / diaries and refer to these in lessons, particularly in plenary sessions.
- Maintain portfolios of previous pupils' work, by grade as exemplars and use these with pupils before key pieces of work.
- Use the QCA exemplification materials with staff and pupils.
- Use trial papers over a protracted period, not just before the exam, in order to develop exam technique and insight into question choice.
- Use paired and group activities to analyse examination questions and answers.
- Use pupil/pupil mentoring (e.g. support from an older pupil who followed the same course or a more able pupil in the same year group).
- Encourage use of the Internet as a home study resource through focussed task setting.
- Make use of relevant trips and other experiences for motivational purposes and make explicit links to the course / examination so that pupils apply understanding in other contexts.

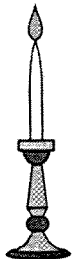
### **C. Planning and time usage**

- Plan explicit "progression ladders" between KS3 experiences and the Key Stage 4 course and share these with pupils, e.g. in lesson objectives and plenaries.
- Be precise, realistic and unbending about coursework submission dates (including interim dates for feedback on progress). Lay down the principles of this regime in Key Stage 3.
- Consider using a lesson by lesson monitoring sheet so individual pupils can chart their own progress through longer pieces of work.
- Where possible keep pupils in school up to, and throughout, the exam period - do not adopt "revision at home" approach.
- Keep pupils revising right up to the exam.
- Prepare short, lively revision sessions tackling significant areas of the course.
- Provide home study for pupils who have difficulty in regular attendance due to personal, physical or mental health problems and offer encouragement to boost confidence that they can still achieve at a high level.

### **D. Teacher skills**

- Choose the syllabus most likely to maximise your pupils' results and make use of websites / additional support offered.
- Consider how the use of tiered papers might impact on D/C borderline pupils.
- It helps if teachers can gain experience as examiners, markers, and moderators.
- Teachers (or an external person with experience, e.g. Head of Department or AST) talk directly to pupils about the examiner's role, and how to show themselves in the best light.

- Teachers ensure they keep up-to-date on syllabus information.
- Teachers read subject examiners' reports and feed back implications to pupils e.g. sample answers at different grades.
- Teachers should regularly moderate their own perception of levels.



## 2. Religious Education specific input

- Raise the status of the subject with pupils.
- Ensure that students are given access and opportunities for field trips in RE with clear follow-up activities linked to assessment opportunities.
- Invite visitors and faith community representatives with expertise to make a specific and targeted contribution to relevant areas of the syllabus, e.g. as a revision aid.
- Raise the profile of RE with parents and the community, e.g. through school newsletters and displays.
- Inform parents of the requirements of the syllabus so that they recognise the benefits of studying RE in a pluralist society.
- Ensure that there is enough curriculum time for the course to be delivered (entitlement and equal opportunity issue).
- Ensure that wherever possible students are taught by or have access to specialist staff.

### Progression between KS3 and 4

If departments use the QCA non-statutory 8 level scale in Key Stage 3, schools should be able to predict more accurately expected levels of attainment and to map continuity and progression. Pupils should also be able to see how their progress in RE relates to their other subjects.

Departments often feel obliged in Key Stage 3 to make up for what students may not have done at Key Stage 2. This should be discouraged so that Departments are teaching the requirements of the Agreed Syllabus at Key Stage 3.

Departments need to ensure that the examination course chosen at Key Stage 4 offers continuity from work carried out in RE at Key Stage 3. This may mean reordering the Key Stage 3 curriculum offer in order

to provide a better foundation and link to the Key Stage 4 examination syllabus.

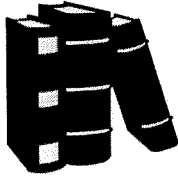
## **Address different learning styles**

- Right from the start of year 7 pupils should be developing strategies which encourage the development of good learning styles in RE at GCSE and beyond.
- Use a variety of resources for R.E: visual, artefacts, and ICT for extension tasks.
- Draw on a range of textual resources for RE that are differentiated and draw on suitable illustrated books, art books, calligraphy or encyclopaedias, as a resource.
- Use co-operative learning strategies to support all learners. Mix pupils into main and sub-groups with good readers in the groups to raise the performance of all.
- Use Literacy across the Curriculum materials to support oracy and group work.
- Give students opportunities for kinaesthetic activities in RE through drama, role-play and the use of empathy.
- Relate work in RE and other subjects e.g. with D&T such as designing artefacts such as 'sacred text' rests / storage.

### **Incorporate a range of teaching styles**

- Ensure that teaching tasks in RE in Key Stage 3 relate to the two attainment targets of the Agreed Syllabus.
- Develop thinking and analytical skills with students to familiarise them with analysis of key concepts in RE. Publications such as Thinking through Geography and History may offer useful strategies.
- Focus on questioning in the classroom to stimulate thinking, promote reasoning and the ability to produce extended / sustained responses.
- Use appropriate strategies like guided imagery, meditation, and reflection for aspects of RE. Relate teaching to pupils' experiences.
- Give pupils ample opportunities to explore Attainment Target 2 - Learning from religion.

## **Literacy in RE**

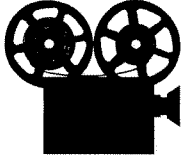


- Focussing on literacy can raise standards in terms of the development of religious concepts, the acquisition of appropriate vocabulary and the development of the ability to clearly express knowledge, understanding and evaluation.
- Terms in RE can be unfamiliar, particularly those from a range of religious traditions so vocabulary development must start in Ensure that teaching tasks in RE in Key Stage 3 relate to the two attainment targets of the Agreed Syllabus. 3.
- Display words and key concepts around the classroom to support students and refer to them in lessons.
- Encourage students to keep an A-Z of religious terms and concepts in their exercise books to explore and find out definitions and make frequent reference to them.
- Encourage the exploration of spiritual literature.
- Use methods that help students to understand how to interpret texts that are sensitive to a religious tradition, for example, using the Jewish method of interpretation by giving students a quote from the Talmud placed on the centre of A3 paper. Giving individual students a postcard on which to write and explain their interpretation and understanding of the quote and placing this above the quote. Other students are then invited to place their comments about the interpretation of the quote above the student's individual interpretations.
- Use writing frames to support pupils who find it difficult to get started and to structure and format their answers.
- Develop a range of scaffold with pupils to support notetaking, research and the production of extended writing, e.g. discursive writing (see L.A.C materials).

### **Religious literacy in the symbolic and expressive aspects of religion**

- Give students a range of visual material to help them to identify and interpret the expressive and aspects of religion.
- Sensitise students to the depth in religious symbols and help them to go beyond the symbol to what it conveys and reveals.
- Explore artefacts and their iconography and meaning. Offer students a range of resources that help them to decipher iconography - especially Hindu and Buddhist
- iconography that may be unfamiliar.
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## Use video resources

- Support this by key words/concepts that are circled as students explore the video example.
- Test students' understanding of the information they have gleaned from videos by re-showing the video with the sound turned off and asking them to write or provide an oral commentary on specific aspects/concepts to test their literate and symbolic understanding.
- Use scaffolds to aid effective capturing of key points from videos.



## ICT in RE

- There are a number of ICT packages and useful websites that can be accessed for RE. Encourage the use of digital cameras to record religious celebrations, interviews, rites of passage and visits to places of worship.
- Ensure these images are annotated and developed fully.
- Encourage the use of websites for home study or research.
- The following are 'gateway sites' which will lead to many others:

The RE Exchange	<a href="http://re-xs.ucsm.ac.uk/schools/">http://re-xs.ucsm.ac.uk/schools/</a>
The RE Site	<a href="http://www.theresite.org.uk/">http://www.theresite.org.uk/</a>
The RE Site (alternative address)	<a href="http://www.allre.org.uk/">http://www.allre.org.uk/</a>
RefIT (RE from IT)	<a href="http://refit.ucsm.ac.uk">http://refit.ucsm.ac.uk</a>
Andy Bird's RE Site	<a href="http://www.ajbird.demon.co.uk/">http://www.ajbird.demon.co.uk/</a>
The RE Net	<a href="http://www.cant.ac.uk/renet/">http://www.cant.ac.uk/renet/</a>
Strathclyde Uni's RE pages	<a href="http://www.strath.ac.uk/Departments/Social Studies/RE">http://www.strath.ac.uk/Departments/Social Studies/RE</a>
Ontario Religions Site	<a href="http://www.religioustolerance.org/">http://www.religioustolerance.org/</a>
The Religious Archive	<a href="http://lysator.liu.se/religion/index.html">http://lysator.liu.se/religion/index.html</a>
The BBC RE Site	<a href="http://www.bbc.co.uk/religion">http://www.bbc.co.uk/religion</a>
Re-Quest	<a href="http://www.request.org.uk">http://www.request.org.uk</a>
VTC Resources	<a href="http://vtc.ngfl.gov.uk/resource/cits/re/resources/sites.html">http://vtc.ngfl.gov.uk/resource/cits/re/resources/sites.html</a>
Canterbury Christ Church College	<a href="http://www.cant.ac.uk/renet/">http://www.cant.ac.uk/renet/</a>
BBC World Service 'Guide to Religions of the World'	<a href="http://www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml">http://www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml</a>

- Explore the use of animation for students to develop and animate their own stories/research for R.E.

- Explore the use of web cams for particular places of worship - e.g. Wailing Wall in Jerusalem.
- Explore a list of useful ICT resources for Christianity and the principle religious traditions and encourage pupils to share their views on these.
- Encourage and develop the use of video cameras to record visits and religious events and to develop a commentary / guided tour to accompany these.
- Use websites for revision or study support:

## GCSE RE

The GCSE Revision Site <http://www.hopkins.ndirect.co.uk/revision/>

BBC Bitesize <http://db.bbc.co.uk/education-bitesize/>

NEAB <http://www.neab.ac.uk/>

CCEA <http://www.vvea.org.uk/gcse.htm>

Edexcel <http://www.edexcel.org.uk/>

OCR <http://www.ocr.org.uk/>

AEB/SEG <http://www.aeb.org.uk/>

WJEC <http://www.wjec.co.uk/>

Damaris Organisation <http://www.relessononline.com>

Exit <http://www.euthanasia.org/>

Religious & Moral Education Project

[www.strath.ac.uk/Departments/SocialStudies/RE/Database/index.html](http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/index.html)

## SHORT COURSE RE

Commission for Racial Equality <http://www.cre.org.uk/>

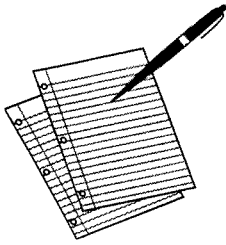
Black Britain <http://www.blackbritain.co.uk/>

Equal Opps Commission <http://www.eee.eoc.org.uk/>

Greenpeace <http://www.greenpeace.org/>

The United Nations <http://www.un.org>

The Holocaust <http://shamash.org/holocaust/>



## Marking, assessment and testing

Assessments and the use of appropriate criteria need strengthening in RE which has lagged behind other subjects from Key Stages 1-3. Schools need to relate pupil achievement to the QCA levels.

Marking needs to be done regularly and it needs to be formative, reassuring pupils that their work matters to their teachers, affirming successes, challenging lack of effort and supporting the pupils' knowledge of how they can improve.

Regular opportunities should be planned to test students in a variety of ways on aspects of the syllabus and of key religions.

The Key Stage 3 Training materials folder for foundation subjects contains useful strategies within its 14 modules and is accompanied by a series of videoclips. Module 2 is about the formative use of summative assessment based on an RE lesson.

### Targeting the less able students

- Review examination choices and if necessary introduce a different syllabus for some pupils.
- Know which students need support. Be aware of their needs and targets that have been set for them (e.g. in IEPs).
- Ensure that work set for them is appropriately pitched and enables them to achieve.
- Ensure lessons are planned to challenge and engage pupils.
- Make sure that instructions are clear and that students understand what is expected of them.
- Use differentiated resources, e.g. foundation level texts.
- Use visual materials, spiritual quotes and activities which give them experience in sequencing events.
- Include ongoing tasks like the development of an appropriately pitched the A-Z of RE terms / individual glossary to improve literacy and attainment in R.E.
- Support students with appropriately developed writing frames /scaffolds.
- Group students for some activities so that they are stretched by working with other more able students.
- Gather and keep a database of visual materials, key words, labels, spiritual stories and artefacts for students to explore. Their use can help to support all students.
- Provide opportunities for pupils to talk about their learning in RE and use their ideas when planning units of work.

