



A new syllabus for Haringey

Presentation for SACRE

November 2006



SACRE's work

Advise the Local Authority on matters to do with RE in community, voluntary controlled and foundation schools and collective worship in community schools.

Require the Local Authority to review the local Agreed Syllabus for religious education.



The Process


SACRE ask the LEA to convene an Agreed Syllabus Conference

What is an Agreed Syllabus Conference and what is its role?




Who are members of the Agreed Syllabus Conference?

- The composition of an Agreed Syllabus Conference in the main reflects that of the SACRE but there are no co-optees.
- It has the same 4 committees as a SACRE;
- It may have different members representing the same interest groups;
- It may have the same Chair or a different one.



What should the Agreed Syllabus do?

The Agreed Syllabus defines the RE content to be taught for each key stage in local schools and advises teachers on the assessment of pupils' learning in RE.



The Agreed Syllabus Conference therefore oversees and engages in the development of the RE curriculum to be taught in the LA in the light of the most up to date national advice and the local context.




What is our current situation?

The current syllabus was agreed over 5 years ago - we therefore need to review it in line with the law.


The Syllabus does not currently define in enough detail the time that should be devoted to teach about each faith.

The syllabus does not take account of the work of the primary and secondary strategies and innovations in ICT that have been introduced in the past 5 years. It also does not take into account advice in the 'QCA non-statutory national framework for RE'.



From Ofsted reports we know that Primary schools are not all placing the emphasis of time on each of the faiths that we had hoped.

Some faiths are being given very small amounts of time or are disappearing altogether whilst others are being given greater emphasis - differently in different schools.



How can we cater for the needs of teachers?

Teachers now prefer to plan their teaching in half termly blocks.

Most primary schools do not have specialist subject leaders.

Transition between Key Stages is a national concern and usually results in a dip of attainment.

The syllabus therefore needs to be clear about its content and how this can best be taught.



What is new in the National non-statutory Framework?

'Themes' and 'Experiences & Opportunities' from the QCA National non-statutory Framework express breadth of opportunities that make RE relevant and inviting.

A revised 8-level scale of attainment.

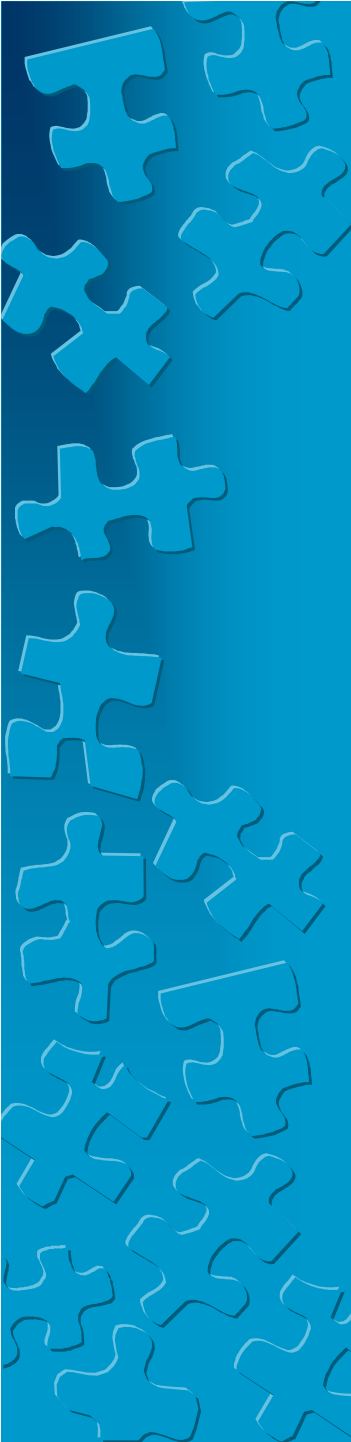
The Lambeth model

Lambeth were concerned to provide a new syllabus speedily but to ensure all new thinking was incorporated in it.

They decided to adopt the revised Key Stage 1 & 2 syllabus from Waltham Forest. Both Lambeth & Waltham Forest were previously using syllabuses almost identical to Haringey's .

The WF syllabus review built on aspects of the previous syllabus that teachers said they liked and wanted to keep, e.g. the Natural World unit.

This included the flexibility of the previous syllabus that enables schools around the LEA to modify requirements to their own local context.



Lambeth also adopted and heavily adapted the Key Stage 3 element from Greenwich as Waltham Forest have not completed that key stage yet.

Both sections have been amended to ensure continuity and progression and fit the context in their own LA.

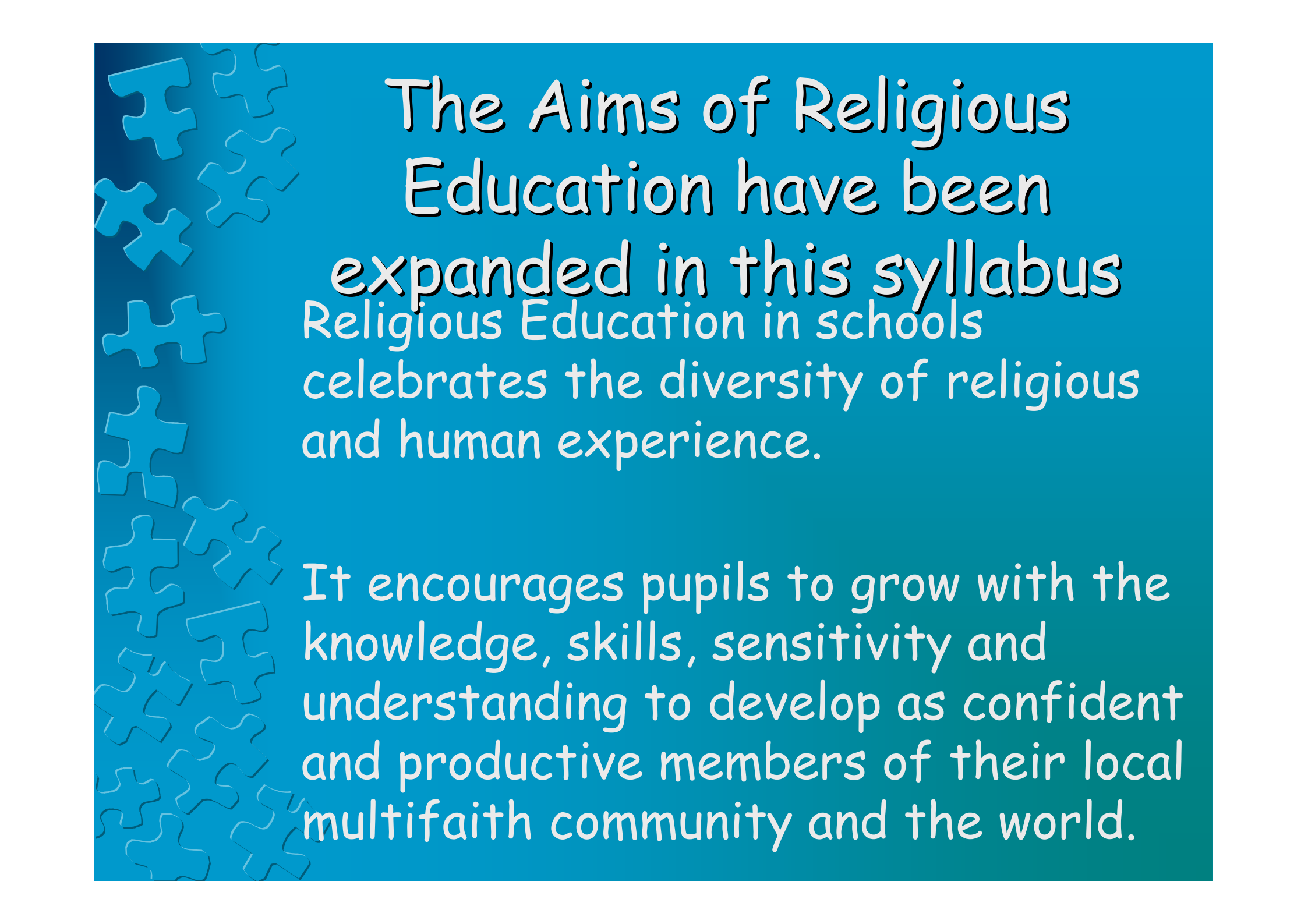
We would have to do the same with any syllabus that is adopted



The Lambeth Syllabus

Investment by teachers in the development of materials means the syllabus is grounded in classroom practice.

It has been developed with an eye to how this fits in with other curriculum issues, for example the literacy, numeracy and (then) KS3 strategies.



The Aims of Religious Education have been expanded in this syllabus Religious Education in schools celebrates the diversity of religious and human experience.

It encourages pupils to grow with the knowledge, skills, sensitivity and understanding to develop as confident and productive members of their local multifaith community and the world.

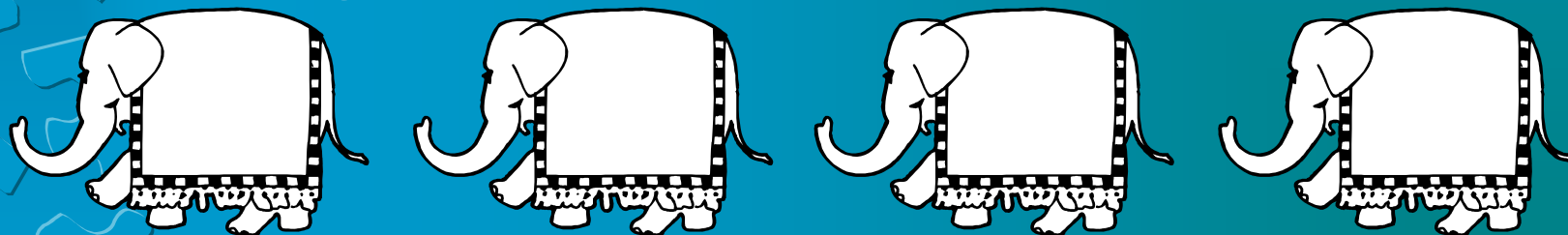


The aims for pupils now include

- Develop a sense of their personal worth, individuality and identity;
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of many religions and beliefs;

Foundation Stage

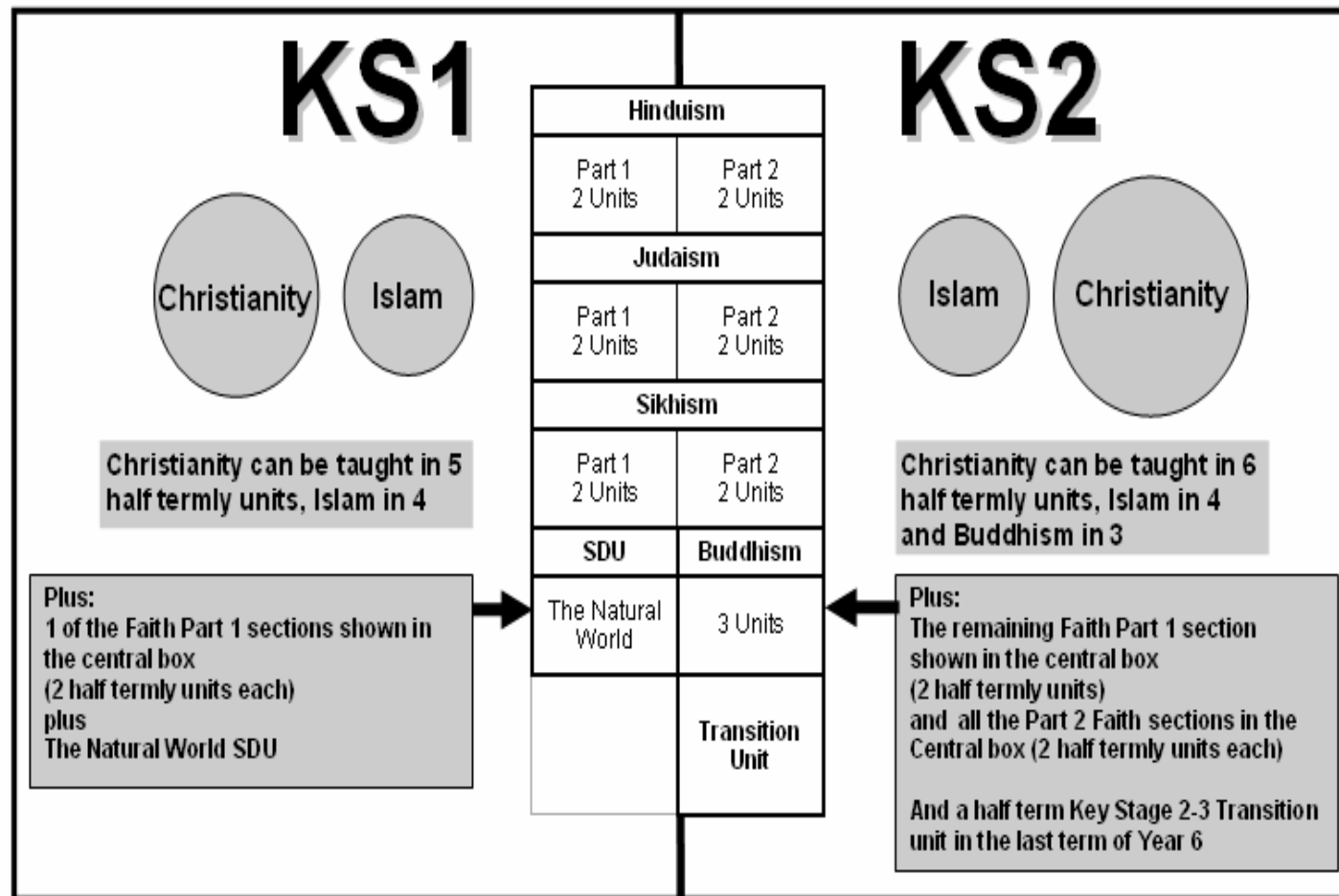
RE requirements for the Foundation stage have been enhanced by the addition of examples of good practice from the non- statutory National Framework for religious education.



Content for Foundation Stage



Key Stage 1 & 2 choices





Main Changes

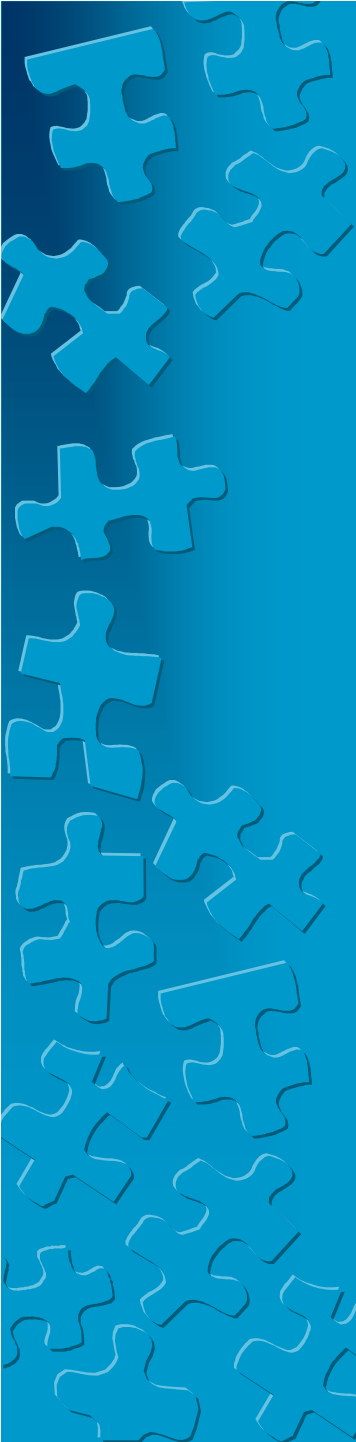
The syllabus now incorporates Islam as a constant in all key stages to reflect the developing Muslim community in Waltham Forest. This reflected Lambeth's context too.

Buddhism is not introduced until Key Stage 2

There is a transition unit from key stage 2-3

There is a compulsory interfaith dialogue unit in key stage 3

Detailed units have been written to cover all teaching requirements in Key Stages 1-3.



By the end of Key Stage 2 all 6 major world faiths will have been introduced to pupils. These are revisited in Key Stage 3.

In the Agreed Syllabus the Key Stage 1 and 2 materials of Hinduism, Judaism and Sikhism have been developed in the format 'part 1' & 'part 2'



So.....Key Stage 1

During Key Stage 1 pupils study Christianity, Islam, one other principal religion (either Hinduism, Judaism or Sikhism) and The Natural World unit.

In the Agreed Syllabus the Key Stage 1 and 2 materials of Hinduism, Judaism and Sikhism have been developed in the format 'part 1' & 'part 2'.

Schools may select which religion they wish to study alongside Christianity and Islam in Key Stage 1 & then incorporate the relevant 'part 1' section of that faith into their Key Stage 1 scheme of work



Time balance in Key Stage 1

The syllabus is now quite clear about the amount of time that should be allocated to teaching about each faith.

The Christianity content should be taught in the equivalent of 5 half terms of six hourly sessions each, Islam in 4 half terms of six hourly sessions each and the 'part 1' sections of the other faiths each can be taught in the equivalent of 2 half terms of six hourly sessions each.

Content for every faith is clearly defined. Exemplar units have been written to teach this content.




Key Stage 2

During Key Stage 2 pupils learn about Christianity and the other 5 major religions recognising the impact of religion both locally and globally.

The Christianity Part 2 section from the Agreed Syllabus should be taught in 6 half-termly units of 6 sessions.

The Islam Key Stage 2 section taught in 4 half termly units of 6 sessions and Buddhism in 3 half-termly units of 6 sessions.



Teachers also introduce pupils to the remaining religions that they have not yet studied, building the Part 1 and Part 2 content into their scheme of work.

They also re-visit the faith already studied in Key Stage 1 by incorporating the 'part 2' section from these faiths into the scheme of work.

Content for every faith is clearly defined. Exemplar units have been written to teach this content.

Key Stage 3

Key Stage 3 content has been devised to fit the following:

- Transition / Bridging unit
- Interfaith Dialogue unit
- 4 Christianity units
- 2 Buddhism units
- 2 Hinduism units
- 2 Islam units
- 2 Judaism units
- 2 Sikhism units



New Content

Transition Key Stage 2-3

A two-stage Transition / Bridging unit has been written in partnership with Brunel University.

The first unit must be taught in the last half term of year 6 in the Primary phase.

The second half is to be taught in the first half term of Year 7 in the secondary phase.

New Content Inter-Faith Dialogue unit

A new unit encouraging pupils to start to engage with inter faith dialogue has been written to be taught in the second term of Year 7





Key Stage 3 Optional units

The Agreed Syllabus also incorporates the following optional units from which teachers should select one:

- What are we doing to the environment?
- Why do we suffer?
- Why are some places special to religious believers?
- What does justice mean to Christians?

Other local units can be devised to add to this list or to stand in place of these.



Units of work

- Cater for all learning styles
- Suggest resources and activities that are approved by faith communities
- Address the 'themes' and 'experiences and opportunities' from the non-statutory Framework
- Incorporate assessment opportunities linked to the 8-level scale in the non-statutory Framework



The Tower Hamlets Syllabus

Is also based on the QCA non-statutory National Framework for RE.

Incorporates the 8-level scale of assessment.

By the end of Key Stage 2 all 6 major world faiths will have been introduced to pupils. These are revisited in Key Stage 3



Foundation Stage

- Requirements of the foundation stage are the same as those from the non-statutory framework.



Key Stage 1 requirements

There is no choice in this syllabus for Key Stages 1, 2 or 3 as the balance is prescribed for each key stage separately.

In Key Stage 1 this is:

- Christianity
- Islam
- Judaism



Key Stages 2 & 3

In Key Stages 2 & 3 pupils are taught about all 6 major world faiths.

Content

- Content is not defined for the faiths and neither is the balance of time allocated to the separate religions.

- Some exemplar units have been devised but these do not cover all the syllabus for each Key Stage.

RE 14-19

- Public examination courses are recommended by both syllabuses in order to provide a qualification route for pupils following the statutory requirement for RE.