

Diocesan Syllabus Review

Through the Diocesan Syllabus review process we have consulted with teachers, advisers and the community of faith to provide the best support to enable RE to be a subject:

- of excellence
- through which we can express our distinctive Christian ethos
- which allows a deeper spiritual engagement with others
- which leads to greater understanding of the Christian values which underpin the curriculum

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Romans 12:2

Diocesan Syllabus Review

The aims of the Diocesan Syllabus Review and Curriculum development group were to:

- enable better RE
- help all who teach to aspire to excellent RE and get the support they need to achieve this
- review and plan use of local resources from the SACREs and current practice
- provide more and better planning guidance for coherent, progressed and rigorous RE
- energise teaching and learning with practical, active, creative and thoughtful ideas
- give expression to the Christian values and ethos of our family of church schools

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How should Diocesan schools plan and deliver Religious Education?

The Diocesan Board of Education recommend that our Schools use

- their ***locally agreed syllabus*** for RE as required by ***law***,
- but ***use 'Harmony and Diversity'*** the City of Leicester Agreed Syllabus for RE as the ***basis of their planning for RE***
- ***with the additional Diocesan units*** of work to address the particular significance of Christianity in the distinctive life of a church school.

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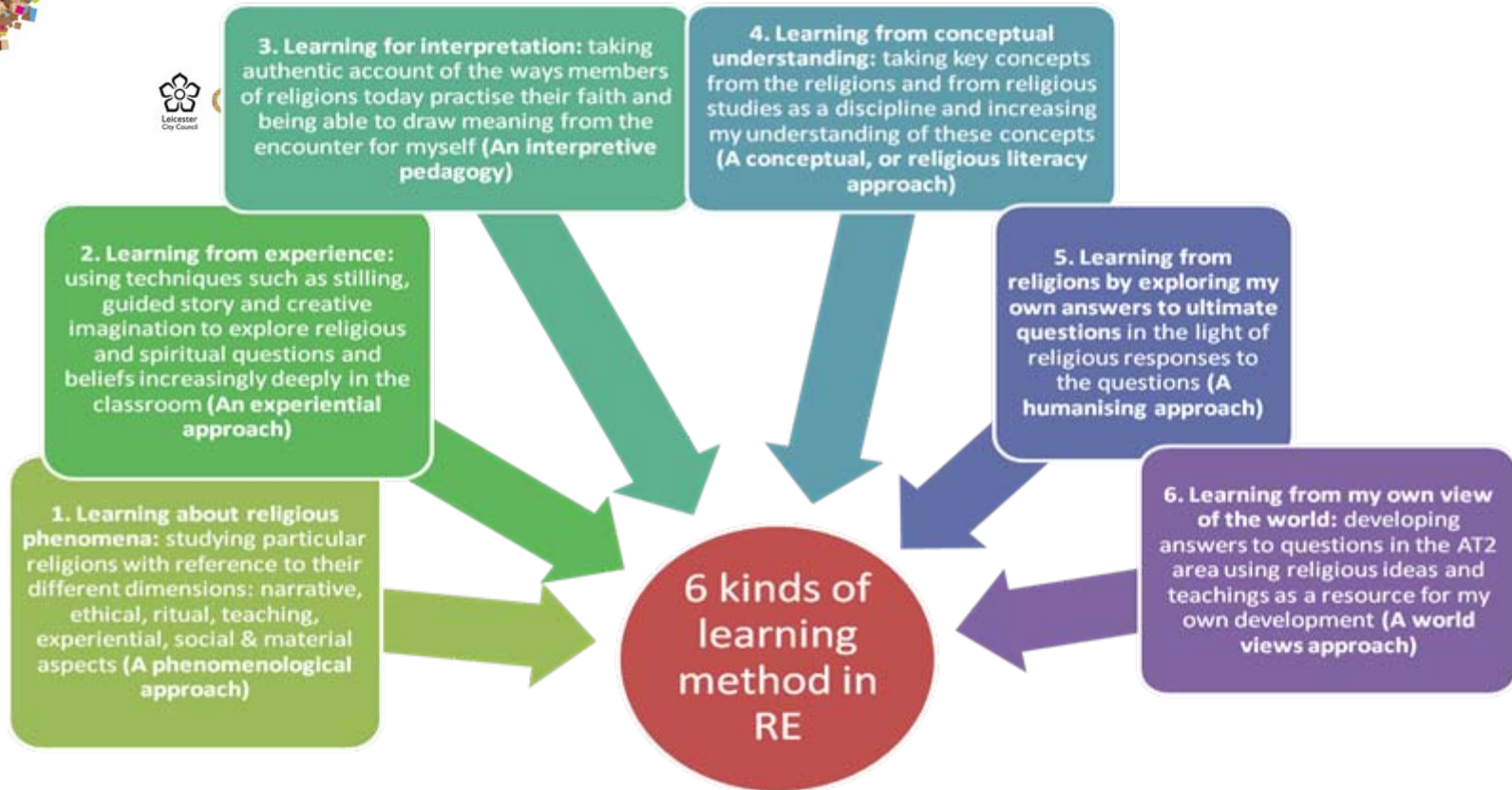
Why Adopt?



- Proven success across the city and well received nationally
- Respond to national initiatives
- Underpinning pedagogies
- Teaching and learning support with up to date support materials with 54 planned units of work
- Gives comprehensive guidance on assessment
- Works from a range of pedagogical approaches to make the RE learning diet varied and potentially profound
- Provides excellent points of connection for church schools with regard to the religious plurality of the city and county.



Pedagogies of RE





The Breadth of Religious Education

Christianity at each Key Stage

- FS-religion around them
- KS1- Christianity and at least one other in depth
- KS2-Christianity and at least two others in depth
- KS3- Christianity and at least two others in depth
- KS4 and 5- Christianity and at least one other in depth
- Religions to be studied in depth to be chosen from Hinduism, Islam and Sikhism
- Recommendation that studies are also made in less depth at each KS to be chosen from non religious life stances, Judaism, Buddhism and Jainism (p29)



Support Materials

- Copy of the syllabus
- 54 exemplar units of work
- Updated assessment information
- Using the syllabus section
- CD
- Hyperlinked contents page



Guidance and Support Materials CD Contents

Section A: The Agreed Syllabus

Section B: An exemplar scheme of work for the Leicester Agreed Syllabus for RE

Overview: Long term RE scheme of work from 3-19
Blank unit planning grid
Foundation Stage: 12 unit examples
Key Stage 1: 13 unit examples
Key Stage 2: 19 unit examples and 1 Transition unit
Key Stage 3: 10 examples and 1 Transition unit
14-19 RE for all: one example

Section C: Guidance and Support materials for assessment

Assessment for learning: Exemplification of standards in RE
Assessment for learning in RE
Supporting assessment: 'I Can...' statements of levels 1-8

Section D: Using the syllabus

1. Guidance pages for Head teachers, Governors and RE Co-ordinators and Heads of RE
2. Learning methods and pedagogies used in the Leicester syllabus: a brief guide
3. RE and thinking skills
4. Persona Dolls in RE
5. Working sensitively with faith communities: Support for teachers
 - Using religious objects
 - 'Dos and Don'ts' when teaching religions
 - Visiting places of worship: protocols, dress codes, dos and don'ts
 - Guidance on religious believers visiting schools
6. Effective subject leadership
 - Monitoring and self evaluation
 - Monitoring and planning
 - Readiness for inspection and monitoring
 - Sample policy
7. Self Evaluation for RE including exemplar Self Evaluation forms
8. Beginners guides: seven religions and non religious life stances
9. Glossaries: seven religions and non religious life stances
10. Local Religion: some examples
11. Resources for RE
12. RE in different types of schools: faith schools and academies





Units of work

Detailed lesson ideas

Useful vocabulary and resources

Reference to key ideas/ attitudes, skills and aspects of programme of study

Full exemplar scheme for FS, KS1 and 2

One example for KS 4/5

Examples for KS3

Learning outcomes

Sample assessment tasks and 'I can' statements

Background information for teachers

Key questions



Local religion and belief



The Diocesan Additional Guidance :

- Articulates and gives opportunity to explore the Christian understanding of God, revealed through Jesus Christ, expressed through Scripture and as understood by the Church
- Fosters engagement with local religious communities
- Gives opportunity to explore pupils own beliefs in response to the great traditions
- Provides opportunity to develop a strong sense of being part of a worldwide, growing faith through Christian heritage

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The identified needs in RE in the schools of the Diocese of Leicester include:

- Building teachers' confidence in handling *learning from religion*
- Planning better schemes of work so that pupils' experience, standards of teaching, learning and achievement in RE are at the highest level
- Balancing the learning about Christianity with learning about other beliefs; this balance needs to take the plurality of all our classrooms seriously, even where the main 'mix' is between Christians who practice and those who do not, or between atheists, agnostics and believers



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The identified needs in RE in the schools of the Diocese of Leicester include:

- Connecting RE to the whole curriculum and to the wider life of the school. Christian values are at the centre of the curriculum and Christianity has a central role in RE.
- Where possible, all pupils take an accreditation in Religious Studies within Key Stage 4
- All A level students have the opportunity to take a Religious Studies qualification and/or identifiable opportunities eg 6th Form conferences and RE Days

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Legalities

Voluntary Aided Schools

- The Governors have to formally agree the school's RE syllabus.
- RE predominantly Christian, following the Trust Deed.
- When a school has an Ofsted inspection it is required to have a **Statutory Inspection of Anglican Schools, SIAS**.
- There is a self-evaluation Toolkit available from the Diocese of Leicester's website www.leicester.anglican.org to help with the self evaluation process.

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Legalities

Voluntary Controlled and Foundation Schools

- RE is taught following the Local Agreed Syllabus.
- RE in Voluntary Controlled schools can be reported on by Ofsted. Findings concerning Spiritual, Moral, Social and Cultural development across the curriculum will also be reported by Ofsted, RE makes a distinctive contribution to this.



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The allocation of teaching time for religious education

The diocesan syllabus is based on the expectation RE should be given **at least:**

- Key Stage 1:** 36 hours per year
- Key Stage 2:** 45 hours per year
- Key Stage 3:** 45 hours per year
- Key Stage 4:** 5% of curriculum time/70 hrs of tuition across the key stage

The time allocation can be blocked.

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Time allocated to teaching Christianity

It is recommended that in VA church schools between $\frac{2}{3}$ and $\frac{3}{4}$ of the RE time is spent studying Christianity and that other faiths and world views are covered in the remainder of the time. This proportion of time spent on Christianity is essential to fulfil the requirements of the distinctive Christian character of the school

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RE and the Early Years Foundation Stage

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to personal, social and emotional development communication, language and literacy knowledge and understanding of the world creative development



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What is the place of Christianity in the RE curriculum for church schools?

The rationale for this is that our Church schools prioritise RE for three reasons:

- because they understand well the special contribution RE makes to the Christian ethos of the school
- so that every pupil benefits from the resources of the Christian community for learning, especially in regard to their spiritual and moral development
- so that all classes learn a lot about the Christian faith, its beliefs, story values, ways of living, commitments and visions.

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What is the place of Christianity in the RE curriculum for church schools?

In practice this means that schools in Leicester Diocese will:

- **Give time, training and priority to RE** in various ways: a weekly lesson may be supplemented by themed planning, by special RE events (an RE day, and RE week), visits and visitors and creative and imaginative engagement.
- Use the **Christianity units** of the City of Leicester RE Agreed Syllabus Harmony & Diversity to teach pupils about the faith.
- Use additional materials provided in this package of resources to supplement, **enrich or deepen pupils' learning** about and learning from Christianity.

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How will church schools show Christian distinctiveness within the Primary Curriculum?

Aim of the Primary curriculum is for young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

In our church schools, the above aims are underpinned by the following statements:

- Everyone is valued as a unique person made in the image of God
- Humans are called to be in relationship with God and with each other.
- Christians aim to show God's values through being stewards of God's creation and being citizens of the kingdom of God.

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