

The 'RE Today' Model Agreed
Syllabus:
An RE Syllabus for Kent SACRE

A new RE syllabus

- ❑ A 5 year review is the legal requirement. Time's up for the old syllabus in 2017
- ❑ New RE syllabuses are a shared endeavour between all our schools and teachers, the local authority, the Church of England and the many faith and belief communities in our area. That's who 'agrees' it, on behalf of the whole community.
- ❑ New RE syllabuses need to take account of:
 - ❑ new 2013-14 National Curriculum structures and the REC's Review (Oct 13)
 - ❑ changes to EYFS and GCSE and 14-19,
 - ❑ the end of ATs and levels and the new structures for assessment using outcomes
 - ❑ DfE policy, e.g. in relation to Humanism and non-religious world views
 - ❑ the 'British Values' agenda for liberty, respect and democracy
- ❑ Many schools see the need to make their RE more creative, engaging, questioning and (frankly) exciting. Dull RE is no use to anyone.
- ❑ A good new syllabus gives clear requirements, exemplary guidance and support and a fresh vision for what RE offers to all pupils.

Recent syllabus examples and trends

- **10 years ago many SACREs could negotiate with the LA for a large budget over two years to develop a new syllabus and scheme of work. The last one of these we did was with Redbridge and Havering (a joint project).**
- **In recent years this statutory responsibility has been met in increasingly cheap ways.**
- **RE Today's national RE advisory team has said 'no' to the most penny pinching of these LAs – we only want to make good syllabuses that support good RE. Our new model RE Today Agreed Syllabus is a response to these trends. There are other examples of multi-use too.**

Now using the Model Syllabus

- Herefordshire
- Leicestershire
- Manchester
- Service Children's Education
- South Gloucestershire
- Stockport
- Stoke on Trent
- Swindon
- Tameside
- Trafford
- Thurrock
- Worcestershire
- York

What the 'RE Today' Syllabus includes:

- **The Aim and Purpose of RE**
- **Legal requirements for RE**
- **Contribution of RE to whole-school: SMSC, well-being, literacy, PSHE, citizenship, British Values, religions and worldviews**
- **Breadth of study: which religions and beliefs are to be studied + when?**
- **Programmes of study, 4-19, EYFS-KS5**
- **Core knowledge for RE: Outline**
- **Assessment processes 'after levels' – an 'eight steps up' approach**
- **Planning processes for teachers to use and fully applied in the unit plans**
- **Inclusion statement**
- **Creative curriculum and cross-curriculum outlines**
- **Application of syllabus requirements to special school contexts**
- **Advice on including Academies**

Launching the syllabus: 4 Primary and 1 Secondary event proposed

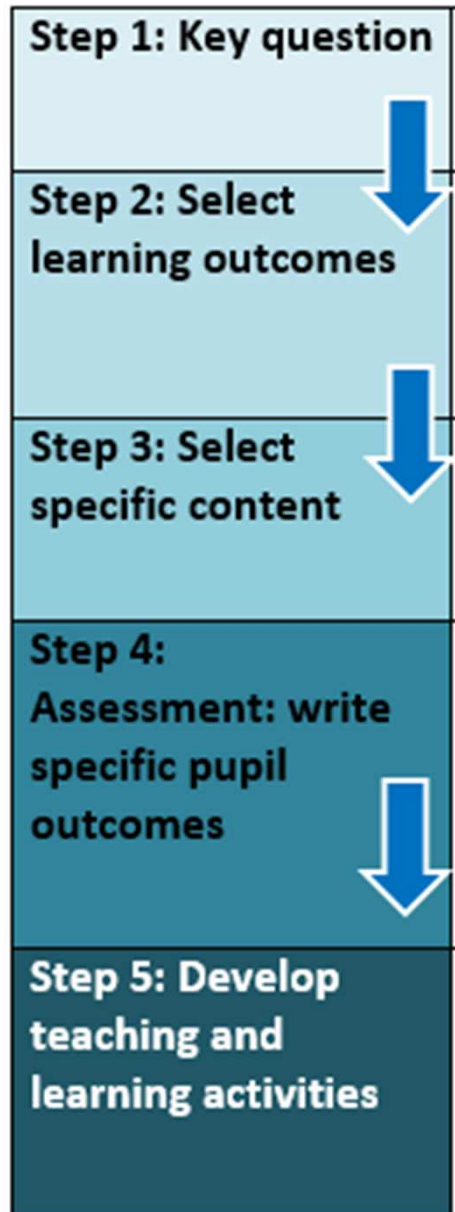
- **Dates; November 21 and 22 / January 23 and 24 Secondary February 19th**
- **Full day conference, 9.30 – 3.30**
- **Every school attending gets their syllabus (non attenders supplied after the event)**
- **Full scheme of work available to buy for all schools**
- **INSET on the day includes exploration of purposes, methods, learning, assessment**
- **Other users evaluate this provision over 90% excellent.**

End of key stage outcomes

Pages 32, 46, 70, 96

- **A. Know about and understand a range of religions and worldviews.**
- **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.**
- **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**

2. Using the planning process: theory and practice



Five-step planning process p.48

Clear aims and objectives in the form of assessment outcomes

Ensures progression, achieves principal aim

Working party sessions

- We have Discussed adding appendices;
- Links to understanding Christianity
- RE is and RE is Not
- A guide to Visits and Visitors
- Mini guides to the different religions
- A list of helpful websites
- We have written an introduction page and added the most recent Kent census.

Working party

- We also asked to slightly change the prime aim of religious education;
- The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address so that they develop the understanding and skills needed to engage in meaningful, informed and academic dialogue with those of other faiths and none as well as developing evaluative responses of their own.
- We are waiting for some information regarding more able and learning outside the classroom

	Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religion	No religion	Religiously unaffiliated
Kent	1,463,740	915,200	6,802	10,943	1,777	13,932	10,545	6,145	391,591	10%
Ashford	117,956	74,253	803	1,282	116	1,019	95	432	30,984	8%
Canterbury	151,145	91,122	880	1,055	267	1,838	245	760	43,117	11%
Dartford	97,365	59,045	382	1,547	86	1,566	1,543	319	26,486	6%
Dover	111,674	71,541	523	682	97	521	50	525	29,047	8%
Gravesham	101,720	61,891	333	942	54	1,894	7,743	606	21,862	6%
Maidstone	155,143	97,578	901	1,492	163	1,685	176	612	41,493	11%
Sevenoaks	114,893	75,169	367	385	196	600	180	348	28,939	8%
Shepway	107,969	67,296	962	1,551	78	796	34	506	28,575	8%
Swale	135,835	85,535	275	368	93	792	158	499	39,087	9%
Thanet	134,186	82,447	491	639	273	1,230	94	690	38,383	9%
Truro + Malling	120,805	76,920	441	539	122	750	169	412	32,996	8%
Tunbridge Wells	115,049	72,403	444	461	232	1,241	58	436	30,622	9%
LONDON	8,173,941	3,957,984	82,026	411,291	148,602	1,012,823	126,134	47,970	1,694,372	69%
South East (exc London)	8,634,750	5,160,128	43,946	92,499	17,761	201,651	54,941	39,672	2,388,286	63%