

REVIEW OF THE LINCOLNSHIRE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

RESPONSES: Primary

Number of responses: 62

Please answer the following questions in as much detail as possible. You may add supplementary sheets if necessary.

- 1. The syllabus is based around 4 main concepts. Is this how you would like it to remain or have you other suggestions?**
 - More biased to religions other than Christianity x 2
 - Need more guidance on assessment.
 - Stay as it is x 51
 - Useful colour coding
 - Would it be appropriate to add 'contemplation' or 'reflection' as a separate concept?
 - Concepts not much use when planning but key questions are helpful.
 - Links to SEAL would be useful.
 - Needs to prepare children for life in the 21st century.
 - 4 key concepts not early years friendly.
 - OK, but more 'straightforward' approach would be more helpful for non-specialists.
 - Could be broken into topics.
 - 'Authority' concept not user friendly for children.

- 2. Can the syllabus be delivered in the time you have allocated for RE?**
 - Yes x 28
 - Not always time for children to think about issues in a deep enough way – especially when considering a range of faiths as this is outside their experience x 6
 - Yes, with some adaptations x 4
 - Yes, if it is also delivered in a cross curricular way x 14

- Depends on staff
- Emphasis needs to be placed on minimum entitlement.
- Key elements can.
- Can be difficult x 6
- No.
- Other things can encroach, e.g. PSHE x 2
- Problems with mixed age classes.

3. Which parts of the syllabus do you find the most useful and therefore use the most?

- The practical suggestions.
- Wonderful God, Beautiful World
- All, especially 'celebration.'
- the schemes of work x 29
- Do's and don't's x 6
- Outlines of units
- Assessment x 12
- Key questions x 14
- Glossary of religious terms x 4
- Expectations
- Section D – Improving Learning x 3 – but needs linking more closely to the schemes of work
- Depends on the theme
- Tend to focus on religious belief and lifestyle then incorporate other 3 concepts.
- ICT
- Parts supporting religions other than Christianity.
- Concepts overview and breakdown for each key stage.
- Section C –Support & Guidance x 4

4. Is there anything you would like to explore in RE which cannot be planned for within the syllabus?

- More practical experiences, first hand experiences for children.
- Godly Play x 2
- More use of Bible stories
- Philosophy for Children x 3
- Tend to explore ultimate questions through other areas of curriculum.
- Questions about faith and belief and observance that might arise – e.g. through PSHE.
- Taught within integrated curriculum, syllabus requirements don't always fit so are delivered through themed days.
- Religious extremism
- Non religious belief systems, e.g. Humanism x 2
- Section on Islam very narrow.
- Suggestions of fiction books that would support different units.

5. Are the levels sufficiently helpful when planning for progress? If not, what further guidance would be useful?

- Not really – need help on how to make cross-curricular links.
- Need to revisit these.
- Yes x 37
- Yes, particularly 'I Can' statements x 6
- Simplify 'I Can' statements, give more examples x 4
- More guidance on expectations for each year group x 2
- More support needed for assessment.
- Key stage 2 levels more user friendly than key stage 1
- Could be more detailed – more sub levels, more examples of pupils' work x 7
- Too detailed.

- Need updating in light of A & L, APP, etc. x 2
- Need to be effective without being too prescriptive – trust teachers' judgements.
- Teachers struggle with assessment
- Help with assessing mixed age groups x 2
- Should be set out so that progression can be seen more clearly x 2
- Progression through key stages needs more clarity x 2

6. Which parts could be improved?

- Needs to be more engaging and relevant, with practical activities.
- Updated list of websites/ICT resources x 6
- Resource packs to match syllabus
- Exemplify all the KS2 units/more schemes of work.
- Contact lists for places of worship, visitors, etc. x 9
- Don't make significant changes – would cause more work for teachers.
- Schemes of work – aims and intended outcomes should link more clearly with the teaching and learning outcomes so that we can see which outcome is linked with which objective.
- Schemes of work could be clearer, linked to SEAL themes?
- Key stage 2 – units 12 onwards.
- How to assess AT2
- More self assessment opportunities
- Ideas for RE themed days.
- More support and guidance for difficult subjects and concepts.
- Transition from key stage 2 to key stage 3
- Cross curricular links/topic approach x 3
- More examples of hands on activities
- As well as having key questions, have key answers!
- Topic boxes, artefacts to borrow.
- More ideas for creative teaching.

Other comments (please be as concise and constructive as possible!)

- Funding is an issue – need more money to organise visits out, visitors in.
- Using Philosophy for Children to enhance learning.
- Two separate syllabuses – primary and secondary – present one is not geared to help primary teachers, especially non specialists. More activities, suggestions for resources need to be added.
- Further guidance to support higher order questioning.
- Central resources, e.g. artefacts?
- Please keep same format, we are used to it.

Initial analysis

Teachers are generally happy with the syllabus, especially the way it is based on key concepts. This could be strengthened further. The positive response to the use of levels does not square with what is seen during monitoring visits and more guidance could be provided in this section. Many of the other suggestions are worth careful consideration.

Wendy Harrison

June 2010