

Reviewing the RE Curriculum in the light of a National Statement of Entitlement and Big Ideas for RE

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This workshop will provide delegates with an account of the proposed National Statement of Entitlement for all pupils in relation to RE and of developments for a curriculum based on the Barbara Wintersgill initiative on 'Big Ideas for RE'. We will go on to discuss a tool for reviewing the RE syllabus in the light of these developments. Essential ingredients for planning your next Agreed Syllabus!

The LANR&Ws Project: acronyms explained!

- ▶ Following the Final Report of the Commission on Religious Education (CoRE) in England, the Religious Education Council of England and Wales (REC) worked with the National Association of Standing Advisory Councils on RE (NASACRE) on some follow-up research
- ▶ The focus was on the CoRE Recommendation 8: to amend the legislation regarding Standing Advisory Councils on RE (SACREs) and to apply a National Statement of Entitlement (NSE) as the basis for programmes of study
- ▶ One of these recommendations was to change the name of SACREs to Local Advisory Networks for Religion and Worldviews (LANR&Ws).

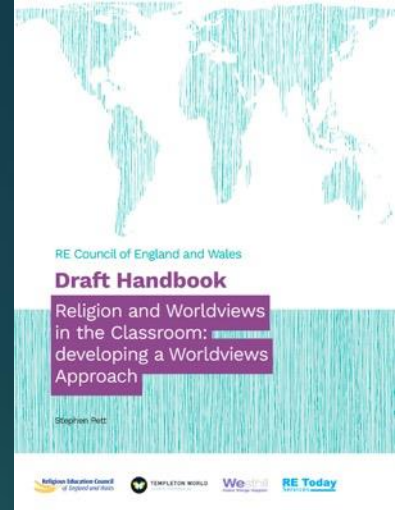
The central LANR&Ws duty

to “facilitate implementation of the **National Entitlement** to the study of Religion and Worldviews in all schools within the local authority boundaries by providing information about **sources of support** available, and must connect schools with local **faith and belief communities** and **other groups** that support the study of Religion and Worldviews in schools.”



The national statement of entitlement (NSE) indicates that children and young people in schools, whatever their context, are entitled to an education in religion and worldviews that:

- ▶ reflects the changing religious and secular diversity of the UK and the world
- ▶ is inclusive of, and relevant to, children and young people, whose worldviews may range across the secular and/or religious
- ▶ approaches the subject from the perspective of worldviews (incorporating religious and non-religious worldviews, personal and communal, individual and organised, plural and diverse) to help pupils navigate the diverse, complex world around them, in relation to religion and belief.



'What really matters' in RE / R&W

- ▶ David Lewin: 'Pedagogical reduction' = Ofsted's Richard Kueh: 'cumulatively sufficient and collectively enough' = Tim Oates: 'Less content in greater depth' ...
- ▶ Lewin: Content selection and curation needs to show clear understanding of how a curriculum subject is conceived and represented – the power dynamics informing representation need to be explicitly acknowledged.
- ▶ Wiggins & McTighe: 'the problem is that... there are no explicit big ideas guiding the teaching and no plan for ensuring the learning'.
- ▶ Hannam: 'the criterion for selecting such material needs to be based upon educational concerns': with young people at the centre.

Selecting content:

- ▶ Use the NSE
- ▶ Work to legal requirements
- ▶ Be inclusive of religious and non-religious worldviews
- ▶ Reflect local contexts
- ▶ Include 'cumulatively sufficient' coverage
- ▶ Represent worldviews fairly and accurately
- ▶ Show the workings of a coherent curriculum.



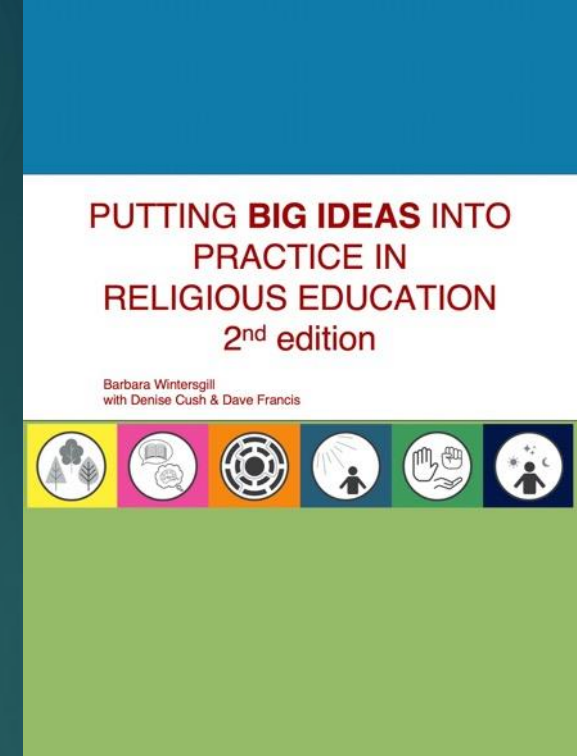
What issues, experiences and questions related to religion are people most likely to encounter in the 21st century?

REC Handbook Core Statements

- a. Nature/formation/expression
- b. Organised/individual
- c. Contexts
- d. Meaning and Purpose
- e. Values, commitments and morality
- f. Influence and power

Big Ideas for RE

- ▶ Words and Beyond
- ▶ The Big Picture
- ▶ Continuity, Change and Diversity
- ▶ Making Sense of Life's Experiences
- ▶ A Good Life
- ▶ Influence and Power



The LAN Project: an Agreed Syllabus Audit



- ▶ The aim is to provide guidance on RE that will facilitate pupils' deeper knowledge and understanding of religion and worldviews. It is intended that the resulting guidance will continue in the Locally Agreed Syllabus tradition of compelling learning, enabling those who follow it to “gain a deep **awareness** of their own and others' identities;... wrestle with the **mysteries** of life and the answers given by a wide variety of religions and beliefs;... and develop a clear sense of what is of real **value** in the world today”.

‘Awareness, Mystery Value’ Agreed Syllabus Vision Statement

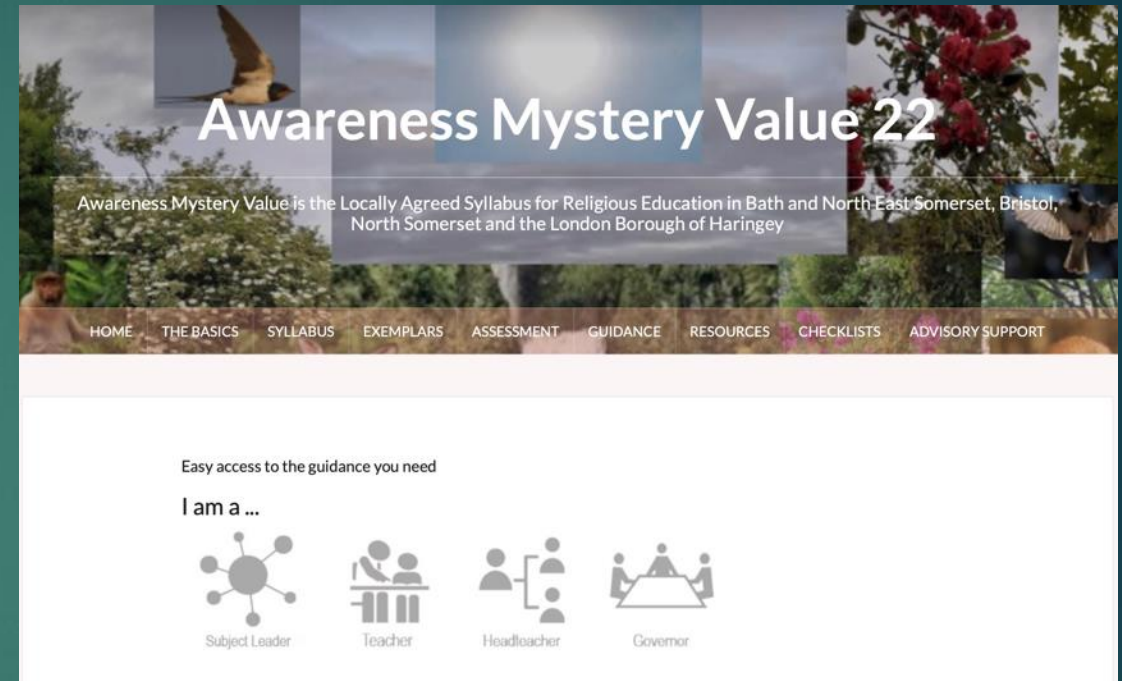
Approach

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Our locally agreed syllabus, 'Awareness, Mystery, Value' (AMV), shared by Bath & North East Somerset, Bristol, the London Borough of Haringey and North Somerset, has been examined with a view to considering implications of the NE for:

- Syllabus structure
- Pedagogy and
- Schemes of Learning.

Alongside this, a possible model for delivering the National Statement of Entitlement (NSE) was considered, namely that provided by the 'Big Ideas for RE' publications edited by Barbara Wintersgill.



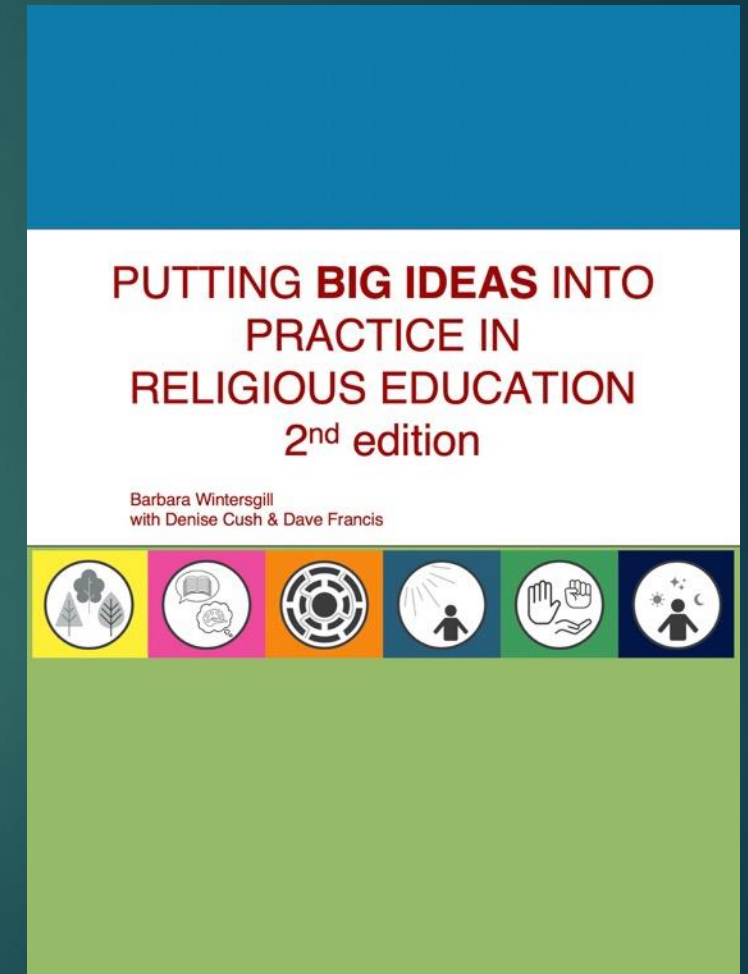
1. Implications for Agreed Syllabus Structure

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Key elements of syllabus structure	Aspects of Agreed Syllabus	Aspects of NSE	Aspects of Big Ideas	Implications for Syllabus Development
Legal requirements, including right of withdrawal				
Organisational principles for curriculum content				
Curriculum time for RE				
Skills and other 'essentials for learning and life'				
Programmes of study for each age-group				
Organisational structures for standards / learning outcomes				

1. Syllabus Structure

- a. Legal requirements, including right of withdrawal
- b. Organisational principles for curriculum content
- c. Curriculum time for RE
- d. Skills and other 'essentials for learning and life'
- e. Programmes of study for each age-group / key stage
- f. Organisational structures for standards / learning outcomes.



2. Pedagogy

Elements of Guidance	Aspects of Agreed Syllabus	Aspects of NSE	Aspects of Big Ideas	Implications for Syllabus Development
Pedagogies / methodologies to be applied				
Spiritual, moral, social and cultural development and British Values				
Teaching about non-religious philosophies of life				
Inclusion				
Resources, including religion / worldview adherents				

2. Pedagogy

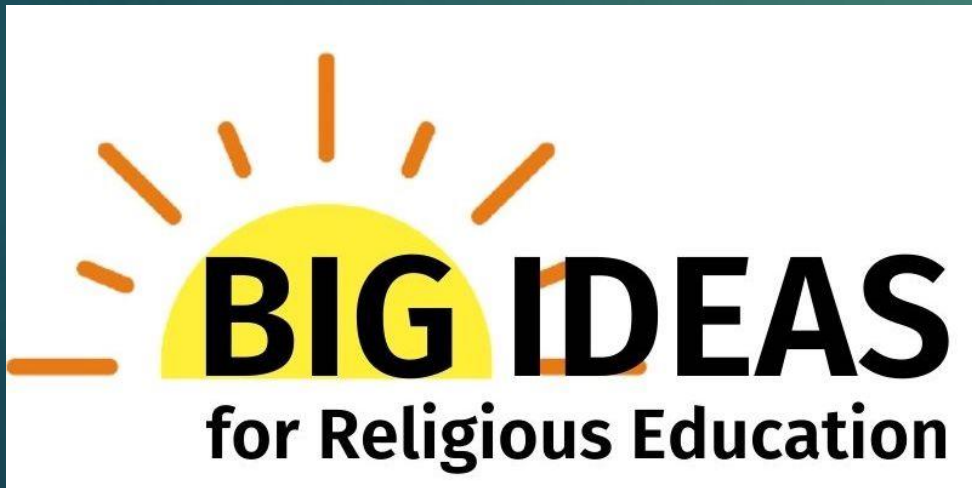
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- b. Spiritual, moral, social and cultural development and British values
- c. Teaching about non-religious philosophies of life
- d. Inclusion
- e. Resources, including religion / worldview adherents.

3. Schemes of Learning

Schemes of Learning	Aspects of Agreed Syllabus	Aspects of NSE	Aspects of Big Ideas	Implications for Syllabus Development
Principles for content section and coverage of religions & beliefs				
Principles for continuity and progression				
Breadth of teaching				
Expectations and outcomes				

3. Schemes of Learning

- a. Principles of content selection and coverage of religions and beliefs
- b. Principles for continuity and progression
- c. Breadth of teaching
- d. Expectations and outcomes.



RE-Live Mini-Schemes of Learning: Written by Sarah Bareau, Elmlea Junior School

PUPILS		AMV UNIT & AREAS OF ENQUIRY
Key stage	2	Unit 9: How should we live and who can inspire us? [B&F] (a) What positive examples have people given that show us how to live? (b) What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities? (c) How have actions and examples of people of faith or belief changed our world? (d) How might we change our lives in the light of the qualities demonstrated by other people?
Year	3/4	
Term	3	
Focus:	Different religions / worldviews in England.	
AGE-RELATED BIG IDEAS		
BI 1 CONTINUITY, CHANGE AND DIVERSITY		
<i>The name 'religion' or 'worldview' is commonly given to systems of belief, practices and values, which share some common features that make sense when thought of as linked to each other. Each religion / worldview is made up of several groups of people who often believe different things and practise in different ways.</i>		
BI 3: A GOOD LIFE		
<i>Most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions / worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement and disagreement over desirable virtues and qualities and what is right and wrong, good and bad, between and within groups.</i>		
TRANSFERABLE QUESTIONS		
1. What do we mean by 'religious' and is it easy to separate from 'non-religious'?		
2. How can the beliefs and actions of others inspire our own lives?		

Key findings

- ▶ The next agreed syllabus should take account of the changing landscape of religion and belief in Britain by, for example:
 - ▶ paying more attention to non-religious traditions in both the syllabus structure and the exemplar units of learning
 - ▶ providing more clarity on which aspects of Humanism, for example, would be included
 - ▶ taking care to avoid 'colonial' attitudes and language in the programme and address an updated understanding of the broader aims of education
 - ▶ providing for teaching about key terms in the study of religion and particular worldviews, including 'spirituality' and 'secularism', as a contribution to 'worldview literacy'.

The Toolkit

- ▶ My full Report includes the toolkit of criteria and comparisons, together with comments from the consultative group and my full conclusions, is in Claire Clinton's 'Still Standing' report:

<https://nasacre.org.uk/useful-documents>

STILL STANDING

A report on future directions for SACREs



A report on the joint REC/NASACRE LAN Pilot project 2020-21

Claire Clinton

November 2021