

## Transforming RE

Syllabus design?

### **Key messages of Transforming RE**

- Teachers lack clarity about the subject undermining effective planning
- This is exposed by, for example:
- Over-dependence of primary teachers on published schemes of work – they can't plan independently
- Confusion at Key Stage 3 once 'new' models of curriculum disturbed traditional ways of planning
- Lack of continuity between KS3 and short course GCSE provision

## **Confusion about what....?**

- Core purpose of RE
- How to define attainment and progress
- The place of concepts and questions in RE
- How to secure continuity and progression
- How to structure a clear process of learning into RE topics
- The place of genuine openness and critical enquiry into religion

- An AS needs to answer three questions:
- What is characteristic pattern of learning in RE? – the learning process
- What do we need to cover? – breadth of study
- How do we understand the way pupils make progress in RE? – the definition of attainment and progress
- To be effective these must be planned as a coherent whole with each component flowing from the others

## Why enquiry?

- Basing RE on the principle of enquiry can:
- provide a clear, flexible framework for structuring and sequencing learning
- promote challenge and the active involvement of pupils in their learning
- allow for an RE which starts from and develops pupils' questions
- incorporate exploration of controversy
- focus assessment on skills and understanding rather than content

## Findings of OFSTED

- – inspectors found that planning RE around a clear process of enquiry was NOT the norm.
- Too often RE was either:
  - Collecting 'stuff'
  - Some form of semi-confessionalism

## Warnings

- In using the notion of enquiry we need to:
- avoid imposing too narrow a concept of enquiry
- allow for a wide variety of imaginative approaches to enquiry
- ensure we do not neglect the contribution of RE to pupils' personal development

## What we Need

- These are the skills that children need to learn to make progress:
- identify questions and define enquiries
- carry out and develop enquiries presenting findings, suggest interpretations, express ideas and feelings and develop arguments etc
- use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.