



Aims and Pedagogy of the LDBS Syllabus for Religious Education:

Extract from the SIAMS Schedule:

Strand 7: The effectiveness of Religious Education

In a Church of England or Methodist school, religious education (RE) should be non-confessional and is considered an academic subject. Inspectors will consider the expectations of the locally agreed syllabus in VC schools and academies that were former VC schools.

In this strand the inspector must explore:

- How effective the school is in ensuring pupils flourish through the provision of high-quality religious education reflecting the Church of England Statement of Entitlement.
- How effective the school is in ensuring that religious education expresses the school's Christian vision. In developing effective religious education, a school must evaluate the extent to which:

In developing effective Religious Education in a Church school, school leaders are advised to use these self-evaluation questions when completing the SIAMS SEF:

a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.

- i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?

b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religious and worldviews appreciating diversity, continuity and change within the religions and worldviews studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

The intent of the LDBS syllabus:

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry- based approach to the teaching of RE so that the following skills in children can be developed:
 - Ability to be critical thinkers
 - Ability to engage critically with texts
 - Ability to ask deep and meaningful questions
 - Ability to make connections within and across religions and worldviews
 - Ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions

Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content.
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences.
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children.
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school.
- Contributes significantly to the spiritual, moral, social and cultural development of children.
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement.
- The Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

The syllabus has taken note of the 2013 national curriculum framework for RE, taking into consideration the following:

Three strands for RE learning:

A: know about and understand a range of religions and world views.

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 world views.

Six key areas of enquiry:

- beliefs, teachings, sources of wisdom and authority
- ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

How the units of learning have been planned:

Units of learning consist of either one of the following:

- Six weeks’ worth of lessons (the majority of units)
- Four - six weeks’ worth of lessons (Christmas and Easter units)
- 2 weeks’ worth of lessons (exploring a key Christian concept)

Implementation of the LDBS syllabus

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions will be rooted in one of the disciplines of RE: Theology, philosophy or human/social science

Investigate/explore: What is the religious content and context being explored? How deep can we go? This ‘explore’ stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to ‘deepen’ learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

| Year Group: | Title of unit: |
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| End of unit expectations: | <ul style="list-style-type: none"> • Identify the key learning objectives you wish to cover within the unit. • Ensure objectives link to end of unit assessment criteria. |
| Key concept being explored: | <ul style="list-style-type: none"> • Identify key concepts to be explored. |
| Key religious vocabulary | <ul style="list-style-type: none"> • Identify the key religious vocabulary to be taught within the unit. |
| Final outcome | <ul style="list-style-type: none"> • Decide what the final outcome of the unit is going to be. <p>Things to consider:</p> <ul style="list-style-type: none"> • Does the final outcome allow children to reflect and express their understanding based on knowledge and understanding from the faith and belief perspective? • How do you plan to differentiate the final outcome to ensure children can demonstrate good or better progress? • Does the final outcome challenge the more able child? • Is the final outcome creative, engaging and motivating for your class? |
| Enquire: | <ul style="list-style-type: none"> • Decide on the big question you are going to explore? |
| What is the big theological question you are exploring | <p>Things to consider:</p> <ul style="list-style-type: none"> • Who is providing the question – the teacher or child? |

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| | <ul style="list-style-type: none"> • What stimuli can be used to enable children to create and own the big question? (text, visit, artefact, music, sacred art etc) • Is the 'big question' open ended enough and provide room for further in-depth exploration? |
| <p>Enquire:</p> <p>Subsidiary enquiry questions</p> | <ul style="list-style-type: none"> • Decide on the subsidiary questions that will be explored and how do they link to the 'big theological question?' <p>Things to consider:</p> <ul style="list-style-type: none"> • How do the subsidiary questions link together? • Is there a big question for each lesson? • How do you plan to evaluate the children's learning against the big question? |
| <p>Investigate/explore</p> | <ul style="list-style-type: none"> • Decide on what religious content and context you are going to use to explore the big theological question. <p>Things to consider:</p> <ul style="list-style-type: none"> • Select carefully to ensure the content chosen allows for engaging and motivating teaching and learning. • Select carefully to ensure the content chosen allows for a deep level of enquiry and quality discussion and dialogue. |
| <p>Evaluate/communicate</p> | <ul style="list-style-type: none"> • Decide on what active learning opportunities and investigations you are going to set that will allow children to achieve the learning objectives identified for the unit of learning. <p>Things to consider:</p> <ul style="list-style-type: none"> • What knowledge and understanding do you want the children to learn? • What skills do you wish children to learn within the course of a unit of learning? • Ensure the activities you set allow for children to practise these skills. • Can links be made with other subject areas? <p>The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.</p> |
| <p>Reflect/express</p> | <ul style="list-style-type: none"> • This part of the enquiry is the opportunity for children to demonstrate their understanding and personal response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered and their own personal view point. |

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| | <p>Things to consider:</p> <ul style="list-style-type: none"> • The reflection should always be based on knowledge and understanding, not values or SMSC development. • The reflection and opportunity to express personal view point must always be done within a supportive and safe environment, giving children every opportunity to be honest and authentic in their responses. |
| <p>Ongoing assessment opportunities</p> | <p>Decide where in the unit of learning, formative assessment can take place.</p> <p>Things to consider:</p> <ul style="list-style-type: none"> • Turn the learning objectives into child friendly language – I can... you can... • Ensure that learning objectives are specific to the content you are teaching. This will help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • Ensure that assessment is ongoing and formative to avoid having to do a separate end of unit assessment. |

Impact of the LDBS syllabus:

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children will have developed a deeper understanding of what it means to live life in all its fullness.

How the units of learning have been organised:

Christianity:

To ensure that 2/3 of the RE curriculum is based on the teaching of Christianity the following number of units have been written.

EYFS:

- 6 six-week units of learning (Including units for Christmas and Easter)

K.S 1:

- 2 Christmas units of learning
- 2 Easter units of learning
- 4 six-week units of learning
- 4 two-week units of learning

K.S 2:

- 4 Christmas units of learning
- 4 Easter units of learning
- 6 six-week units of learning
- 8 two-week units of learning

Each unit addresses an aspect of Christian theology/philosophy/human/social science, addressing a core concept at an age appropriate level. The core concepts have been mapped out, using the same core concepts as identified in the Understanding Christianity Resource so as to offer schools a consistency in the theological language used, if they choose to use both resources.

Guiding principles behind the model map:

Careful consideration has been given to where units are taught within a key stage and across the primary age range.

- Core concepts are re-visited throughout the primary years, giving children the opportunity to build on prior knowledge, learn new knowledge and be given the opportunity to apply the knowledge to different contexts and material.
- The necessary prior knowledge required, in order to access the current learning, will have been taught due to careful consideration of where each unit has been placed within the curriculum map.

Judaism:**K.S 1:**

- 2 six-week units of learning

K.S 2:

- 1 six-week unit of learning

Islam/Hinduism/Sikhism/Buddhism:

2 six-week units have been written for each world faith. Within the units the following topics are explored:

- The main teachings and beliefs of the Faith

- Beliefs and practices and the impact they have on the life of the believer.
- How key festivals within the Faith are celebrated within the Faith community.

It is up to the school to map out in which year group each faith is taught.

K.S 1: Christianity, Judaism and one other faith to be taught.

K.S 2: Christianity, Judaism and all other faiths not addressed in K.S 1 to be taught.

Guiding principles behind the model map:

- Judaism and Islam are taught in K.S 1 and Year 3 providing all children with a firm foundation of the Abrahamic faiths.
- Islam and Hinduism are taught before Sikhism, providing children with the prior knowledge required to understand how Sikhism evolved and how Islam and Hinduism are viewed when looking through the lens of a believer from the Sikh faith.
- The necessary prior knowledge required, in order to access the current learning, will have been taught due to careful consideration of where each unit has been placed within the curriculum map.

Thematic units:

Two thematic units have been written to be used in upper key stage 2. Teachers are encouraged to teach these units in such a way that allows room for children to apply their knowledge and understanding of all the religions and worldviews, to key concepts and to make connections within and across the Faiths.

- Understanding faith in.....
- Bridging unit to be taught in year 6: Who decides? (Version A or B)