

East Sussex SACRE
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RE and Curriculum Change

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RE and Curriculum Change

- Our context
- The work of the QCA and partners
- Looking to the future

What is our context?

- Global agenda: religious, cultural and territorial
- Public policy agenda: promoting diversity, respect, personalisation
- Curriculum agenda: changing, balancing coherence and flexibility
- RE agenda: strengths and areas for development

RE: areas for development

- Time and resourcing
- 'Learning from'
- Assessment and differentiation
- Subject leadership

The biggest issue for us is time. We are gaining experience slowly but due to the fact there are three non-specialists out of five at KS4 this is very slow.

The infrequency with which it is taught makes it more difficult to compete with more frequently taught subjects and this combined with the current push for standards and raising of standards, contributes to RE being seen as a 'worthless' subject.

RE: strengths

- Contribution to NC aims
- Improving teaching and learning
- Improving entries and attainment in GCSE and A level
- Impact of the Framework
- RE Council partnership and strategy survey of teachers on <http://www.surveymonkey.com/s.asp?u=203592518604>
- SACRE performance (two thirds)

Pupils say ...

- I like to know why other people believe in their God. (Hannah, age 9)
- I do not believe in God but I still enjoy RE. I like learning about other people's faiths. (Glenn, age 10)
- RE begins the process of you thinking ... it adds a deeper dimension to your life. (Surjit, age 14)
- I think religion is the essence of a person's life so it's good to know about everyone's religion. I believe in my religion a lot and rely on it as a backbone to my life and depend on answers to my problems from it. So it interests me to know how other religions answer everyday problems and what views and reasons they have for their beliefs. (Farim, age 15)

Teachers say ...

- The RE curriculum has a lot of opportunities for students to acquire a range of skills for a lifelong of learning.
- RE, more than any other subject, relies not on information and knowledge delivered by the teacher and syllabus but on ... awareness.
- The nature and content of RE requires fluidity and flexibility in both planning and teaching.
- I support the statutory framework - it supports national consistency in assessment and monitoring of RE, and upholds the teaching of RE on a national level, to the best standard.

(QCA Monitoring responses, 2006)

RE: strengths and areas for development

Think, pair, share ...

- Think about the demands RE normally makes on pupils, then ask ...
- What are the strengths of the subject, and what are its developmental areas?

2 minutes each partner

The QCA's vision

- Our key result:

Develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future

We see the future of the curriculum as ...

- De-congested, flexible
- Promoting ownership of our curriculum
- Building on good practice, fostering confidence and trust to innovate
- Establishing a network of co-developers to inform national policy
- Affecting the lives of thousands of people

Towards a national strategy for RE

- Non-statutory National Framework
- Teaching and learning
- Assessment, differentiation and ICT
- Teacher supply, ITE and CPD
- Resourcing and leadership
- Units of work EY–KS3, and users' guide

What kind of RE do we want?

- Challenging and relevant
- Driven by issues and skills rather than by content
- The marriage of 'learning about' and 'learning from'
- The fruit of the marriage: rich pedagogy, clear progression
- Informed by principles of assessment for learning

Review of KS3

- The Non-statutory National Framework
- The draft four key concepts:
 - Ultimate questions
 - Religions and beliefs
 - The influence of belief
 - Religious and cultural diversities
- The key processes:
 - learning about
 - learning from

Review of KS3 continued

Range and content

- Christianity
- At least two other principal religions
- A religious community of local significance, where appropriate
- A secular world view, where appropriate

Themes

- Beliefs and concepts
- Authority
- Religion and science
- Expressing spirituality
- Ethics and relationships
- Rights and responsibilities
- Global issues
- Inter-faith dialogue

What do we want for the pupils?

- **Successful learners** who are creative, have enquiring minds, think for themselves, understand how they learn, know about big ideas and events ...
- **Confident individuals** who have a sense of self-worth, make healthy choices, are willing to try new things, are open to excitement ...
- **Responsible citizens** who act with integrity, understand different cultures, challenge injustice, maintain and improve the environment ...

How can this vision help RE?

- A less congested curriculum offers more time for cross-curricular collaboration and more space for reflectiveness
- A more diverse curriculum behaves as if people mattered
- An owned curriculum means more to teachers and learners
- A coherent curriculum triggers change in workplaces, societies

Looking to the future

- What are the difficulties for RE at the heart of a changing curriculum?
- What are the prizes for RE at the heart of a flexible, diverse curriculum?
- How does the Framework play a part?

What are difficulties in getting there?

- Fear
- Surprise
- A fanatical devotion to

What are the prizes?

- A flexible, dynamic and diverse curriculum
- A meaningful pedagogy
- An end to subject silos
- A strengthening of RE's status



Qualifications and
Curriculum Authority

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.... Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you.... As we're liberated from our own fear, our presence automatically liberates others.