Aims and Pedagogy of the LDBS Syllabus for Religious Education:

Extract from the SIAMS Schedule:

IQ6: Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?

a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?
b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well sequenced, well-balanced, relevant, and diverse?
c) How do school and trust leaders ensure that religious education is well resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum.

IQ7: What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

a) What is the quality of teaching?
b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?*
c) How does assessment inform teaching and learning?

*In answering this question, schools and inspectors should refer to the expectations of the RE syllabus being used and/or to national stand

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 and well-structured curriculum which enquires into religions and worldviews through the disciplines of 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 worldviews.
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)

<u>Implementation of the LDBS syllabus</u>

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 and 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 etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/communicate: What is our understanding of the concept and question being explored? 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.

<u>Impact of the LDBS syllabus:</u>

- 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

K.S 2:

- 4 Christmas units of learning
- 4 Easter units of learning
- 6 six-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 substantive knowledge, learn new knowledge and be given the opportunity to apply the knowledge to different contexts and material.
- The necessary prior knowledge required, to access the current learning, will have been taught due to careful consideration of where each unit has been placed within the curriculum map.
- Disciplinary knowledge and skills are taught, developed and revisited throughout the units of learning.

Judaism:

K.S 1:

- 2 six-week units of learning

K.S 2:

- 1 six-week unit of learning

Islam/Hinduism/Sikhi/Buddhism:

2 six-week units have been written for Hinduism, Sikhi and Buddhism and three units have been written for Islam. 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 Sikhi, providing children with the prior substantive knowledge required to understand how Sikhi 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)

Schools have the option of teaching the third Islamic unit in upper key stage 2 instead of Understanding faith in….

Unit title: How do Muslims live and embrace their faith in a diverse world?
This unit allows for children to revisit Islam in greater depth. The unit provides space for children to question, reflect, and learn about diversity within the faith.