

## **AGREED SYLLABUS REVIEW – Report for Southampton SACRE**

The writing group met on Monday 19<sup>th</sup> October to revise material in the 'Living Difference' Agreed Syllabus in line with previous concerns raised by practitioners using the syllabus. The following were addressed in Monday's session:

- 1) **The rationale behind the cycle** – it was suggested that this needs to be clearer within the syllabus as many teachers of RE are non-specialists or specialists who have been unable to attend training on using the cycle. There is a clear academic rationale behind the cycle, which is supported by research from C. Erriker and others. 2 AST's worked on this document.
- 2) **Early Years Foundation Stage Framework** – This framework has set guidelines/standards for early years teachers to follow and actually the agreed syllabus can be tied into this, and can help teachers to meet these standards. Two Primary AST's produced a document that outlines these links, to support early year's teachers.
- 3) **The Conceptual Enquiry at different stages:** It had been reported that many teachers found the triangle of progression through the key stages and the concepts, too rigid. The current triangle suggests that Type A concepts, (e.g. good and evil, suffering etc), should be covered in Key Stages 1 & 2, Type B concepts, (e.g. God, worship etc), in Key Stage 3 and that Type C concepts, (religion specific concepts), later in Key Stage 3 or 4. However, this is too rigid, as the GCSE specifications often have key concepts, which are Type A concepts, such as good and evil. I worked with a Hampshire secondary AST to produce a diagram to show that the concepts can be fluid, and simply increase in complexity and sophistication later in the key stages. We also wrote brief guidance on this for each key stage.
- 4) **Key Stage 4:** Historically teachers have tended to use the cycle less at KS4, due to syllabuses not lending themselves to conceptual enquiry and a lack of time when the pressure is on transmitting content and achieving results. The newer RE syllabuses are suited to conceptual enquiry. We looked at updating the KS4 pages of the syllabus, which are currently very brief, with examples of the cycle using concepts that are common to KS4 syllabus.

### **Summary:**

**A lot was achieved on this first writing day. The group still has a number of issues to address for example:**

- **Assessment in the Syllabus**
- **AFL**
- **PLTS, SEAL, TASC and other national strategies.**

**There are two more writing days to come.**