

Workbook: **Planning great RE using the new Derby and Derbyshire Agreed Syllabus**

**Activity 1: Intent of RE**

The principal aim of RE in Derby City/Derbyshire schools is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (See page 6)

<p><b>What do you think is needed in order to make sure RE meets this principal aim?</b></p>	<p><b>What are your current strengths in delivering RE with impact in your school?</b></p>
<p><b>You might think about a pupil-friendly version of this principal aim for your school. Read pages 6-7 to put this into context.</b></p>	<p><b>What opportunities do you identify for development in your school?</b></p>

**Activity 2:**

Choose a question and work through the planning process, using the Programme of Study.

- **KS1**            **1.4 What can we learn from sacred books? p.39**
- **UKS2**        **L2.2 Why is the Bible important for Christians? p.51**
- **KS3**            **3.1 Do we need to prove God’s existence? p.74**
- Select one or two outcomes and one or two pieces of content.
- Follow the steps process to devise one or two “I can.../You can...” statements at an appropriate level for your pupils
- Devise an activity to enable children to achieve the “I can.../You can...” outcome.

<p><b>Step 1: Key question</b></p> <ul style="list-style-type: none"> <li>• Select a key question from p.16-17</li> <li>• Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</li> </ul>	
<p><b>Step 2: Select learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Use the learning outcomes from column 2 of key question outlines/units of study on pp.23- (EYFS), pp.35- (KS1), p.49- (Lower KS2), p.59- (Upper KS2) and p.73 (KS3).</li> <li>• Select learning outcomes appropriate for the age and ability of your pupils.</li> <li>• Being clear about these outcomes will help you to decide what and how to teach.</li> </ul>	
<p><b>Step 3: Select specific content</b></p> <p>Look at the suggested content for your key question, from column 3 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p> <p>Remember you are building on previous learning. Ensure this content is building on subject knowledge in previous units.</p>	

<p><b>Step 4:</b> <b>Assessment: write specific pupil outcomes</b></p> <ul style="list-style-type: none"> <li>• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements</li> <li>• Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.</li> <li>• These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.</li> </ul>	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p>
<p><b>Step 5: Develop teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.</li> <li>• Remember you are building on previous learning. Ensure there is opportunity for retrieval practice within the unit. Also show how this learning is building on learning in previous units.</li> <li>• Don't forget the skills you want pupils to develop, as well as the content you want them to understand.</li> <li>• Make sure that the activities allow pupils to practise these skills as well as show their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

### How to use this syllabus: 12 Steps

<p>1. Get to <b>know the intent or purpose and principal aim, p.6</b>. Is this the understanding of what RE is in your school? Does RE in your school currently deliver this aim?</p>	
<p>2. For each key stage, get to know the <b>Programme of Study</b> pages (EYFS p.19; KS1 p.31; KS2 p.45; KS3, p.69). These give the statutory requirements of the syllabus. Note that the syllabus is structured around the three aims (see p.6) and the three strands, <i>Believing, Expressing and Living</i>.</p>	
<p>3. Review the <b>legal requirements</b> (see p.11) and <b>curriculum time</b> for RE (see p.14). Are you fulfilling the legal requirements for RE for all pupils? Are you giving sufficient time to allow pupils to make good progress in understanding and skills?</p>	
<p>4. Review the <b>religions and beliefs</b> studied at each key stage (see p.13 for overview). Are you following the syllabus requirements? Are you meeting the needs of your pupils?</p>	
<p>5. Select <b>key questions</b> which will help you to deliver the statutory Programmes of Study. All of the questions are found on p.16-17, with EYFS on p.22, KS1 on p.33; KS2 p.47; KS3 p.71; these are followed by detailed outlines for each question. The key question outlines give structured support in terms of 'emerging', 'expected' and 'exceeding' learning outcomes and suggested content, to enable good planning and progression.</p>	
<p>6. <b>Audit the topics you already cover</b> in your existing long-term plan. There may well be overlap with your current RE, but schools will still need to go through and adjust (or, if necessary, re-write) Schemes of Work to ensure that RE <b>meets the principal aim, reflects the key question approach and secures progression in relation to the end of key stage outcomes</b>. To this end, use the planning steps.</p>	

<p>7. The <b>planning process</b> is at the heart of the syllabus (p.34, 48, 72). The five steps are designed to help teachers to make best use of the key questions and plan excellent RE. As a staff/department, go through the planning process, following the steps and one example of a key question. Note that there is flexibility in terms of choosing outcomes and content, but that all steps need to be followed.</p>	
<p>8. Take the opportunity of the new syllabus to audit your schemes of work to consider the <b>styles of teaching and learning</b> that pupils are encountering. Is RE engaging and encouraging enquiry? How is RE delivered? Does it link to other subjects? Is it taught in blocks or on a once-a-week model? What is best for learning in RE? (See Section E4 for more on this, p.110.)</p>	
<p>9. Work to create a coherent <b>long-term plan</b>. The syllabus is flexible enough to allow RE taught in a variety of ways – RE days or weeks, linking with other subjects and discretely. Ensure RE is true to the principal aim and the Programmes of Study. Ensure the order of learning in your plan allows knowledge to build throughout each year, key stage etc.</p>	
<p>10. If you are a Special School or have significant numbers of pupils with SEND, read Section C7 (p.89). There is freedom in the syllabus to adapt your RE to meet the needs of pupils with SEND. If you are a mainstream school, reflect on how you are ensuring that you provide RE for all.</p>	
<p>11. Share the positive adaptations and changes in RE with the governing body and other interested parties. This is an ideal chance to raise the profile of RE.</p>	
<p>12. Use September 2020–March 2021 to implement the syllabus gradually. Adapt what works well and create a scheme of work that fits with your methods of curriculum delivery and delivers the principal aim of the syllabus. Use the two terms to train staff who teach RE, improve and review.</p>	

**Activity:** An opportunity for questions and clarification.  
Discuss and then feed back questions

**Implementing the syllabus**  
**Discuss the 12 step plan**

When will your training take place? What will you need to include? Will you revisit RE in sessions throughout the year?

What will you do next - before the end of term?

What will you do next - before the end of Summer 2020?

**To do list!**

