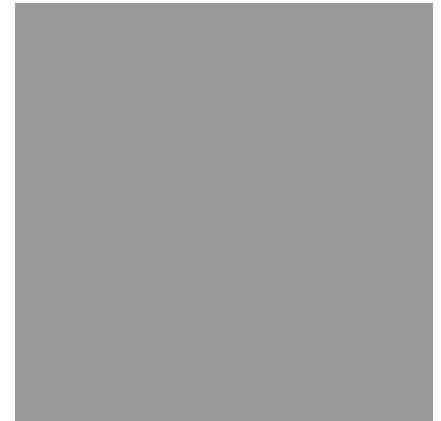


Transforming Religious Education

Dissemination Conference

Date 1 October 2010



What we want to achieve

- clearer understanding of the key messages in the Ofsted Long Report
- identification of ways in which enquiry-based learning could benefit progression in RE
- identification of how such an approach might impact on the structure of agreed syllabuses.

Key messages of Transforming RE

- Teachers lack clarity about the subject undermining effective planning

This is exposed by, for example:

- Over-dependence of primary teachers on published schemes of work – they can't plan independently
- Confusion at Key Stage 3 once 'new' models of curriculum disturbed traditional ways of planning
- Lack of continuity between KS3 and short course GCSE provision

Confusion about what....?

- Core purpose of RE
- How to define attainment and progress
- The place of concepts and questions in RE
- How to secure continuity and progression
- How to structure a clear process of learning into RE topics
- The place of genuine openness and critical enquiry into religion

What does an AS need to secure?

An AS needs to answer three questions:

- *What is characteristic pattern of learning in RE? – the learning process*
- *What do we need to cover? – breadth of study*
- *How do we understand the way pupils make progress in RE? – the definition of attainment and progress*

To be effective these must be planned as a coherent whole with each component flowing from the others

Why enquiry?

Basing RE on the principle of enquiry can:

- provide a clear, flexible framework for structuring and sequencing learning
- promote challenge and the active involvement of pupils in their learning
- allow for an RE which starts from and develops pupils' questions
- incorporate exploration of controversy
- focus assessment on skills and understanding rather than content

But is this not stating the obvious?

- It seems not – inspectors found that planning RE around a clear process of enquiry was NOT the norm.
- Too often RE was either:
 - Collecting 'stuff'
 - Some form of semi-confessionalism

Warnings

In using the notion of enquiry we need to:

- avoid imposing too narrow a concept of enquiry
- allow for a wide variety of imaginative approaches to enquiry
- ensure we do not neglect the contribution of RE to pupils' personal development

The 'defunct' ROSE model

These are the skills that children need to learn to make progress:

- identify questions and define enquiries
- carry out and develop enquiries presenting findings, suggest interpretations, express ideas and feelings and develop arguments etc
- use empathy, critical thought and reflection to evaluate their learning and how it might apply to their own and others' lives.

The challenges

- Making sure the AS provides a clear straightforward and easily implemented basis for planning
- Recognising the capacity issues in many local authorities and the likely paucity of CPD

Focus on the Engine Room

The heart of an effective AS will be clarity about

- the learning process
- the breadth of study
- attainment and progress

The pattern today

- Start with reflecting on the way we define attainment and progression – Dilwyn on the 2 ATs
- How we might secure a broad and balanced set of enquiries – Dave on breadth of study
- How we can define a process of enquiry-based learning - Pat on the Hampshire model
- Putting the whole together – Lat on his experience of designing an effective AS