

## Teacher consultation on review of Agreed Syllabus through Autumn and Spring Primary RE Networks

### Question 1

How effective is the current Locally Agreed Syllabus (LAS) for Religious Education in meeting and supporting your curriculum needs?

- 1 extremely effective
- 2 very effective
- 3 moderately effective
- 4 slightly effective
- 5 not at all effective

- Syllabus very effective
- I think it is very effective along with the units we bought
- 2
- 2
- Yes very effective
- 2 - it is very detailed (but perhaps abit overwhelming for some teachers)
- 2
- 2 very effective
- 2
- syllabus is very effective I like the detail to start with

### Question 2

Is the guidance contained within the LAS clear?

Yes / No

- yes
- yes
- I find it very clear
- yes
- 1 - Guidance is clear
- The guidance is clear but as someone suggested, it is overwhelming at times.
- yes
- Yes, clear
- 1 clear, but a lot in it and a lot of work to do in each school with the guidance.
- I think what you have shown us today about how to break things down is really helpful - so that we know exactly which information to pull out.
- I think it takes time for staff to read and re read to understand. I always find summary pages useful in documents so I know after I have read a document that I understood its main points

### Question 3

Regarding the guidance contained within the LAS, how effectively does it enable you to:

**A) Plan a coherent programme of learning**

- 1 extremely effective
  - 2 very effective
  - 3 moderately effective
  - 4 slightly effective
  - 5 not at all effective
- Comment

**B) Deliver a coherent programme of learning**

- 1 extremely effective
  - 2 very effective
  - 3 moderately effective
  - 4 slightly effective
  - 5 not at all effective
- Comment

- 3
- 2
- 2
- A2
- 2
- 2 and 2 - I wouldn't know where to start without it.
- 2
- 2 B)2 (with units bought)
- It's a very effective start to then use for planning. I feel after today I can pick out more.
- A3, B3
- b)3 We bought the more detailed units which made it easier
- 3: it would be helpful to have a more coherent sequence of steps to achieve the learning
- B. 3 These networks are helping with this

### Question 4

**What do you feel are the strengths of the current LAS?**

**What do you feel could be improved in the current LAS?**

- the full units are helpful with lots of ideas to support objectives
- The strengths are the breadth and depth of information.
- I think it would be good to not change it too much as there is so much we are just getting to grips with, especially given the 2 years of disruption
- Strength is an excellent starting point. Improvement would be including the breakdowns you've shown us today.

- The links between the units are very useful. It's easy to dip into and find relevant sections.
- I feel more knowledge progression, like today, from the start
- What could be improved - yes I agree with Jackie - the breakdowns and progression.
- Improvements - I agree please don't change too much as it will make a lot of work for us subject leads. Updates rather than changes would be good.
- Agreed - improve but without too much change
- Yes updates rather than changes.
- Improvement- relevant links you have been sharing in networks on it. I think the links are useful on the unit plans but I have found a couple outdated, or not many. Updating these would be necessary
- An alternative believing unit for y6
- Agree seeing the breakdowns and progressions would be brilliant. This is a huge job for small schools.
- Include mixed age planning for small schools
- Also exemplifications of high standards of work
- Agree seeing the breakdowns and progressions would be brilliant. This is a huge job for small schools.
- Agree - Updated with improvements. Overwhelming at times.
- Examples of Knowledge Organisers and concept maps - some of what you have been covering today.
- The current syllabus is good. The fewer changes the better, as it would be useful to consolidate what we are doing rather than have a completely new syllabus.
- Quite happy with the units of the syllabus - C of E school so also use Understanding Christianity so if changes made, keeping the similar format would be helpful
- If they can take into account schools with VA and VC syllabuses in the area and to try and keep them as similar as possible this does help us.
- We take the main points then make it work for our school and children. Some things overlap so it has taken time to unpick what it wanted you to cover and some modules end up being similar. We have now implemented this in our LTP. More assessment guidance will be good too. If it was to completely change it would be a big job to implement in our school.
- We have lots of gaps that we are trying to fill before UKS2 go up to high school due to covid

# SACRE Locally Agreed Syllabus Review

This report was generated on 03/02/23. Overall 48 respondents completed this questionnaire. The report has been filtered to show the responses for 'All Respondents'.

The following charts are restricted to the top 12 codes. Lists are restricted to the most recent 100 rows.

**Name of school/setting:**

Embsay Primary School	Beckwithshaw/ Kettlesing
Upper Wharfedale School	Tadcaster Grammar School
Caedmon College Whitby	Admiral Long CE Primary/ Birstwith CE Primary
Ingleton Primary School	Sutton in Craven CE Primary School
Wykeham CE Primary School	Catherine Naylor
Ruswarp C of E Primary School	Huby Primary School, North Yorkshire
Boroughbridge Primary School	George Pindar School
Marwood Infants School	Seamer & Irton CP
Sessay CE Primary School	Coppice Valley Primary School
Ingleby Greenhow C of E VC School	Pickhill CE Primary School
Cononley Primary	Brayton C E Primary School
Whitley and Eggborough Primary	Hambleton Primary School
West Heslerton CE Primary School	Pickering Community Junior School
Burton Leonard C of E School	
Filey Junior School	
Longman's Hill Primary School	
Hertford Vale, Staxton, Scarborough	
Bedale CE Primary school	
East Ayton Primary School	
The Wensleydale school	
Thirsk School & 6th Form	
Boroughbridge High School	
Romanby Primary School	
Risedale	
Eskdale School	
Slingsby Community Primary School	
Moorside Primary School and Nursery	
Overdale CP School	
Wavell Federated Community School	
Mill Hill	
Hemingbrough Primary	
Malton School	
Crayke Church of England Primary School	
Welburn CP	

## SACRE Locally Agreed Syllabus Review

**Role:**

Deputy Head

Subject leader of RE and PSHE

Director of learning Humanities/Head of department Religious Studies

Headteacher and RE leader

RE lead / DHT

RE Lead

RE Subject Lead

Year 2 Teacher

Class teacher, RE & Maths lead

RE coordinator

Teacher

RE lead

Teacher and RE Lead

RE subject leader

RE lead/ classroom teacher

RE Subject Lead and Classroom Teacher

R.E lead/class teacher KS2

Head

Class Teacher RE subject lead

Headteacher

Head of dept

RE Department Lead

RE Coordinator

Head of RE

Head of Humanities

Head Teacher

Headteacher

RE leader

Part-time Teacher / RE Lead

Headteacher / RE Curriculum Lead

Class Teacher

Assistant head of humanities

All teaching staff

Class teacher/RE subject lead

R.E. subject leader

Curriculum Team Leader

RE Lead

Assistant Headteacher

Assistant Head teacher, sendco, RE lead, class teacher

Teacher and RE Lead

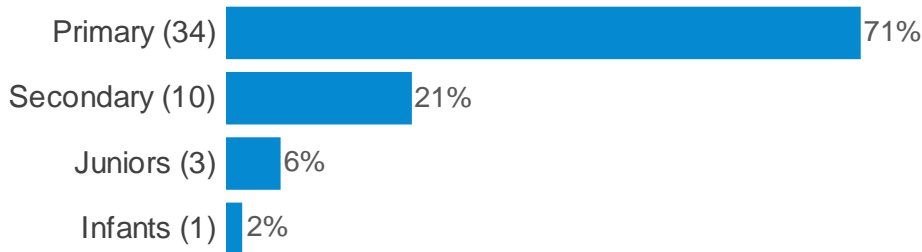
AVP, RE lead

SACRE Locally Agreed Syllabus Review

**Role:**

- Head teacher
- headteacher
- RE lead/EYFS KS1 teacher
- RE lead and collective worship lead
- RE Lead, EYFS Lead
- Teacher / RE Subject Lead

**Which type of education setting do you work in?**



**What do you feel are the strengths of the current Locally Agreed Syllabus?**

- We currently use Understanding Christianity and the LA syllabus - the LA syllabus provides a clear framework for the units taught on other faiths
- The content is engaging With the purchase of the SOW, there were some really good activities which children enjoy learning about The content connects to work from primary
- The training programme and roll out of the current LAS was a real strength and enabled staff time to review, adapt and implement the changes necessary. The materials provided to support the LAS were also a real strength in supporting staff to adapt and build a relevant and suitable curriculum for all students. The staff who completed the roll out with schools were knowledgeable and had clearly considered the content and how it could be presented to students thoroughly.
- breadth, continuity, progression, focus threads, high interest, detail of scheme, links to resources
- The associated scheme of work makes planning clear and straightforward whilst still being flexible and easily adapted.
- The progression of the curriculum and how the skills and knowledge build. It provides a wide spectrum of knowledge and linking to the other major religions.
- I think it is very detailed (although perhaps overly so for some staff members to use). I think the requirements of RE within schools is put across clearly. Activity suggestions are good. I think the resources that are linked are dated, and I get more up to date information and sign posting from networks.
- A multisensory and critical approach. I love the way that art and music are used to teach RE.
- Clearly planned out, workable with mixed age groups and when cohorts change on an annual basis, it is easy enough to jig the units around. Good for helping to show progression throughout the school & the end of unit assessment tasks are great for ideas or use.
- The units are engaging - allow you to teach the main religions/worldviews. Progression is well mapped out
- There are lots of good suggestions for different activities that can be carried out with the class.
- It gives a clear overview of what needs to be taught that can be embedded in our whole school long term plan and also has lots of ideas for activities to do within each key question.

## SACRE Locally Agreed Syllabus Review

**What do you feel are the strengths of the current Locally Agreed Syllabus?**

Range of religions and worldviews. Clear planning

Clear aims and structure. Progression through year groups. Provision for mixed age classes. Good supporting scheme of work.

Really like the systematic approach to the key questions. I used the lesson plans too which have been a great resource.

Comprehensive coverage

Useful information eg religions in GB and the number of followers of each, time allocation, legal requirements etc. The three strands and how the units fit in to provide progression. The units you can buy in addition to the syllabus - clear objectives and ideas/links for activities. I think the class teachers would be a bit lost without these and it would be a lot of extra work if we didn't have them. Key question approach

Breaks up the unit, clear differentiation, different ideas but still room to be individualistic when planning, lots of choice for topics.

Coverage

A variety of suggested activities

Clear

a very good balance between the breadth of coverage but also the non-prescriptive nature of the content. On the older agreed syllabus we found we were required to teach a list of phenomenological knowledge that made the lessons excessively content-heavy & which the students seemed to be find less engaging. The current syllabus enables us to emphasize the aspects of the religions we teach that are most relevant to the students, whilst also ensuring they get a good knowledge base of the major faiths. The current syllabus also allows us to identify themes we would like to emphasize, for example when we teach Sikhism we can explore the importance of equality and the freedom of religion, which fits with our school values of tolerance and respect

Breadth, clarity of what is expected, focus on intent / implementation / assessment, thematic approach

Progression and revision/interleaving High expectations Interesting and thought provoking content which is enjoyed by students and teachers

The Enquiry Focii and how they link to the strands across KS3.

Broad reaching, yet allows for some tailoring and individual flair of the subject teacher.

Key questions provide clear focus/starting points for teaching and learning. KS1 - wide coverage of different world religions. Themes/topics in KS1 can be easily matched with EYFS statements in our mixed Reception/Year 1 Class.

Some good suggestions of stories to support the subject areas covered

We like the diversity of the curriculum and the 'Big Question' approach

Covers a broad range of religions and allows the teacher to focus on key aspects linked to their educational establishment.

Very detailed

Well planned units providing good coverage of the syllabus. Easy to follow lesson plans that can be adapted to suit individual cohorts.

- provision of wide ranging RE topics across all key stages - specific information about the requirements for RE

Covers lots of different religions. Themes eg special places so can revisit key learnings Signposting to key resources Teaching materials - better to have too much than not enough

Building on previous learning. Developing skills and enquiring about questions.

**What do you feel are the strengths of the current Locally Agreed Syllabus?**

Skills and knowledge build on each other ,creative and progressive and engaging for children. I also like the fact that its doesn't presume children have religious knowledge or experience.

The ability to choose from a range of areas and that each area has so much guidance connected to it. This allowed a specialist or non- specialised the ability to follow a very clear curriculum that is structured already. The range of religions has also enabled me to work with primary schools in the area to create programme from early years to A level.

Enquiry based learning. Built in opportunities to learn about world faiths in a joined up, relevant way. Encourages children to explain how they feel/ what they believe Good progression of learning and knowledge throughtout the year groups

The schemes of work that go alongside the agreed syllabus are very detailed with lots of lesson content.

The big questions - These engage the children and they like the work based on finding answers and generating more questions!

It is easy to follow. The ideas/concepts to explore are in nice bitesize chunks which helps shape each lesson.

Clear and broad, it allows for some flexibility.

Comprehensive coverage

breadth of religions studied and big questions

Wide coverage.

The units are well planned and give clear guidelines on learning objectives and activities. The statements of what children will be doing to be at Age related expectations as well as above and below this are very helpful. We really like the breadth of coverage especially of units covering other faiths than Christiabity. The digging deeper section allows us to return to previous learning and extend this.

Lessons have lots of content for leaders and teachers to adapt the lessons to suit the needs of their class. Well balanced with the range of religions covered. Really enjoy the EYFS units. The children are very engaged with the activities. The units further up the school are filled with lots of content.

Each unit is clearly broken down into clear lesson with objectives that I can pass onto my staff to deliver. There is enough guidance to guide the staff through a lesson while allowing individual requirements to be added.

**What do you feel could be improved in the current Locally Agreed Syllabus?**

Lots odd the resources suggested are form RE Today - this is something that needs to be purchased additionally. It woudl be good to have resources that do not need a subscription for - money is tight for us all

I would prefer for the SOW to be focussed on one religion at a time rather than being thematic - this can be confusing for students and they can mix up beliefs from religious teachings

An opportunity to talk to other staff specifically around implementing changes and updating current practice would have been useful (I am a small department so this is not always possible in school). Modelling of whole units with specific resources was done and is part of the Agreed Syllabus documentation but further development of this would be even more useful.

unsure

More guidance/support for LTP in mixed age classes

Some teachers look at the syllabus and feel overwhelmed- There are lots of suggestions. I think it could be made clearer to focus on depth rather than breadth in units. As a subject lead it took me a while to get my head around a clear map of how the units build upon each other without reviewing each unit (which was time consuming).



**What do you feel could be improved in the current Locally Agreed Syllabus?**

More diverse Christian stories used. The same stories are repeated throughout.

We integrate the Salvation & Incarnation units from Understanding Christianity with the NYCC syllabus

Support for mixed age classes/whole key stage classes

It is quite complicated planning to follow with a lot of content to try and teach. It would be better if the content could be reduced and the planning simplified so it is more user friendly.

We have found it quite difficult as a school to pick out clear learning objectives at emerging, expected and exceeding for the key questions and then assess this as well as assessing against the end of key stage outcomes. We have had to create a way of assessing key question outcomes at the end of each half term so we can see how the children are doing, not just relying on the end of KS outcomes as this would be too vague. It's also hard for staff to match them up against the key questions. Some of the Upper KS2 key questions are very difficult and expect good knowledge of pupils to be able to teach it successfully which might not always be the case depending on cohorts of pupils.

Have Vocabulary Progression document linked to this. Suggestions for small schools on a 2 year rolling programme - progression of knowledge

1. A progression of knowledge for the different religions and worldviews. 2. An alternative 'Believing' unit for Y6. The current one focuses a lot on death which I have found hard to teach when covering a class. RE is often covered by PPA staff and this is a sensitive subject area that may not be appropriate for staff members who only teach a class once a week.

Too lengthy and cumbersome. Needs a 'slimmed down' model, or clearer guidance on how to stick true to the syllabus whilst cutting down content. Even if we were able to perfectly ringfence the required time (45hrs) there would still be too much content to cover comprehensively. I believe the idea is that you select content from within, but it seems a little vague as to how that process is managed without risking being told you're not covering the statutory requirements etc. Many commercial schemes offer a 'full' scheme and a 'condensed' scheme for schools short on curriculum time. Could this be considered?

Addition of Knowledge Organisers for each faith/unit. Update the links in the units and addition of new links/websites. Updates for facts eg number of people identifying as Christian, non-religious, etc.

Lack of resources, it would be great if there were examples of previous work, difficult to ensure full coverage, could have more structure.

Clear skill progression and curriculum mapping throughout Primary Clarity about what must be taught

Content and resources

very happy with it as is, it's the best we've seen.

Nothing - it's really good.

Simplification. It has too many strands to follow making it very hard for teachers to see what they are planning and assessing against. Assessment guidance is weak and woolly. Clear statements of expectation should be laid down for each year group so it is easy for teachers to see if their students are meeting ARE. An interpretation of what this might look like in each unit could be provided to further aid assessment. Get rid of emerging, expected and exceeding and bring the subject in line with the National Curriculum subjects but provide more year group specific expectations not just statements for a whole key stage.

The syllabus as it stands it good - it lends itself to an enquiry based curriculum which can be delivered in a bespoke manner to fit in with the schools curriculum needs. However, some support with documenting how the syllabus helps us to meet the Intent, Implement and Impact requirements would be helpful as government (Ofsted) is rather vague about this. Also maybe making the sequencing / links between strands topics more explicit would help with curriculum planning across a year group and overall KS.

Could lead to too much choice and not enough cohesion between schools. Therefore, if a student changes, they can have a very different subject knowledge to their new peers.

## SACRE Locally Agreed Syllabus Review

**What do you feel could be improved in the current Locally Agreed Syllabus?**

The range of suggested resources to aid planning, including: Teaching presentation links; links to useful/age appropriate websites; suggestions of more specific musical tracks and works of art that are age appropriate, as current SACRE LAS sometimes states 'explore through music.'

It's extremely lengthy- needs to be simplified and user friendly - lots to get through in one lesson!

A couple more units to choose from at each Key stage More content on Humanism... many children aren't from religious families but could identify with content on 'Being Good Without God'

Access to resources to support the learning objectives as stated on NYCC scheme. An overview of how each religion fits in across the whole school age - primary.

The planning is not easy to follow unless you are a specialist and feels to be designed for church rather than community schools.

More guidance on assessment. A more targeted guide to meeting learning objectives would be useful to ensure all points are being covered. Resources are sometimes difficult to find. More focus on activities and resources that meet the learning objectives would be useful.

- more depth on individual religions over the thematic approach

We supplement teaching ideas with our own resources

Active for longer. At the moment, a cohort does not complete a full syllabus as it changes within their time at primary school. E.g. if they start a syllabus in reception it will change in Year 4. We cannot fully measure or see an impact because of this.

Easy to use assessment.

Smaller faith group representation- Humanism / smaller spiritual religions/ ways of life perhaps. More philosophy or ethics- even if this is linked into religions. Perhaps less learning about what happens but why things happen/ impact on life today. Which is a big push in this agreed syllabus as it stands, but perhaps even more so.

Occasionally the units can be a little overwhelming in the amount to cover

Suggested links to Understanding Christianity - support with how to put the 2 together in a LTP. Better resource links - resources are suggested but it is hard to find these.

There is a lot in each unit. Recommendations of where to edit may be helpful (although I like the autonomy of being able to decide that, I know some staff find it challenging)

Some recommended links/video clips for some topic areas, to ensure we are using and sharing the correct content which is age-appropriate too.

Don't know

Bring the lessons plans more in line with current teaching and learning expectations for sequencing, progression of objectives. Make the plans more workload friendly for staff. There is a lot that needs doing by the teacher before they can be used. They're more like suggestions for activities. Provide ppts, video and resources.

Perhaps too much content. Link more closely to Understanding Christianity for church schools.

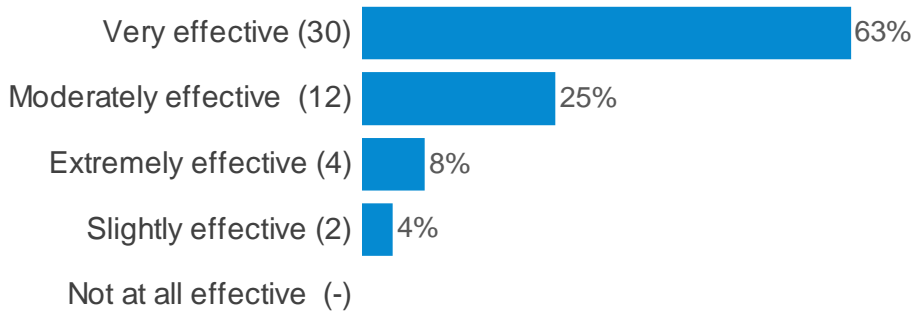
We could do with a Judaism unit for KS2. Examples of the global church would also be useful. Maybe also some more resource materials such as images.

More guidance with how to create LTP for your school, how these plans can dovetail with understanding Christianity. Key words for each unit outline to help RE leads to create vocab word banks to use. Knowledge organisers included with the units/ religions covered to reduce work load for RE leads. Greater Notes for teachers as part of the planning to aid teachers subject knowledge.

A clearer list of targeted vocabulary for each topic so that any staff member delivering the topic or individual lesson is clear on the specific language to be used.

SACRE Locally Agreed Syllabus Review

**How effective is the current Locally Agreed Syllabus for Religious Education in meeting and supporting your curriculum needs?**



**If you have any further comments please leave them below:**

**Please do not include any personal or sensitive information**

- Staff use the school long term plan to tell them which unit to focus on and it is then their choice on activities on how to meet the expected outcomes.

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- Lots of variety and caters for a wide range of learning styles.

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- It is could to have a syllabus to work from so that you know you have the coverage you need.

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- We find it works well alongside Understanding Christianity which we also use.

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- I am new to the role and find the LA document to be overly 'wordy' and difficult to navigate

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- I think the current syllabus is well thought out and maybe only needs 'tweaking' to make it compatible with the recent government subject review.

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- Good advice on general direction, although lots of teacher time required to research and resource activities.

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- We cover the areas using plan b RE to support teachers with resources.

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- Sometimes we have found that the expectations are too high for some year groups.

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- I really enjoy teaching R.E. and use the adapted planned units which children enjoy .

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- Would appreciate mixed age planning being a consideration as I feel this is very relevant to the diocese location and catchment

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- E

**Is the guidance contained within the Locally Agreed Syllabus clear?**



**If you have any further comments please leave them below:**

**Please do not include any personal or sensitive information**

I like how there are clear step by step guides to develop the plan for the school, including assessment.

For some staff, there is a lot on information at once. Easy for them to misunderstand and think they need to complete all suggested activities.

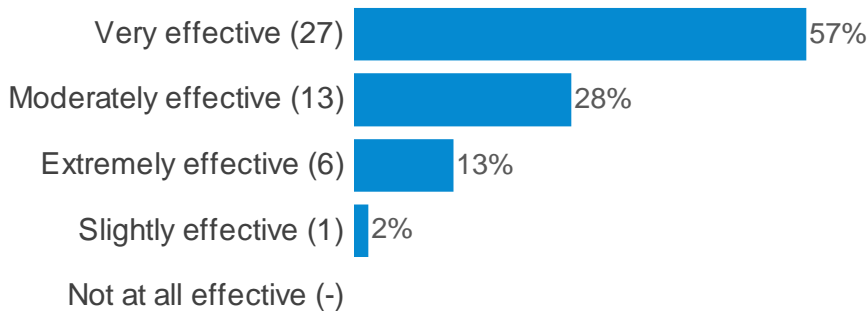
See above - it's possible that there are answers within to the questions posed etc., but for many busy teachers already carrying multiple responsibilities, it's hard to unpick fully and quickly.

The individual units are great but the sections at the end could be clearer.

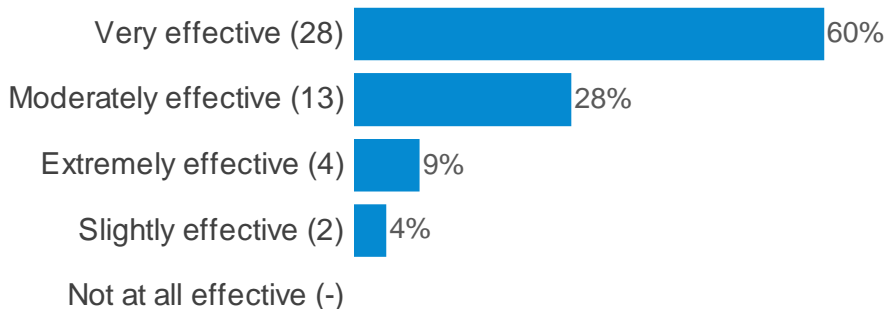
I would answer the question above 'yes' except for assessment guidance as commented on above.

Sometimes it can be time consuming to find resources to support the stated learning objectives, being a non-specialist it can be difficult to find age-appropriate material to cover desired outcomes.

**Regarding the guidance contained within the Locally Agreed Syllabus, how effectively does it enable you to ... (Plan a coherent programme of learning)**



**Regarding the guidance contained within the Locally Agreed Syllabus, how effectively does it enable you to ... (Deliver a coherent programme of learning)**



## SACRE Locally Agreed Syllabus Review

**If you have any further comments please leave them below:**

**Please do not include any personal or sensitive information**

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Good suggestions for activities for teachers to use. As a subject lead I am grateful I am allowed time out to attend networks, for how to effectively create a ltp and ensure that topics are revisited and their is progression in all areas of the subject. I would question whether if subject leads who are not able to attend training, would be able to unpick the syllabus and the aims of the subject.

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It takes a long time to get your head around the planning. It feels very complicated when I think it could be made a lot clearer and more straight forward. I have had a lot of feedback from other staff that they find the planning too difficult to follow and very complicated.

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As a non-specialist, without a subject specialist in place, it is very confusing to get my head around a subject that is compulsory by law, yet open to so much interpretation on curriculum allocation, topics to be covered etc.

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Advice and alternative resources for teaching pupils who are withdrawn from some RE lessons at parent's request ie: Jehova's witness.

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There is a lot of content - our children were covering one lesson over two lessons so we bought a scheme to support.

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New to the role of RE subject leadership.

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My staff find the units 'too big' to cover in the timetable. This leaves them making decisions about what to slim down or leave out and this then worries them about not being compliant.

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We have used the LAS to plan a programme of learning that covers all of the main objectives, but have used our own resources to deliver this.

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Mixed age planning would be helpful

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Any resources for non-specialist would be helpful!

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It's down to each school to pick the units they need to cover, as a new RE lead this was quite overwhelming when trying to make those decisions, knowing what to keep and what to leave out and why.