

Notes from Meeting held on 9/10/19 6pm - 7.30 @ 26, Kensal Rd BS3 4QX PAPER 6

Bristol SACRE KS4 working group

Those present : Fiona Dorman, Emma Woodshaw, Jill Dickinson, Alice Sarbicki and Katy Staples

Background

We have established the need for a new Curriculum at KS4 for non examined RE (presentation made by Jill Dickinson and Alice Sarbicki at the last SACRE meeting,)

The New Ofsted Framework asks all schools to focus on the Intent of the curriculum, the implementation through well sequenced learning that ensures progression ,and the impact of that learning on pupils' knowledge and understanding.

There is a need to offer a coherent framework and curriculum for this important stage in pupils' learning -this is likely to be the last phase of formal study of Religion and Worldviews for the majority of the cohort.

Any offer needs to follow on prior learning and continue to build on key concepts and useful subject content building a compound framework of understanding

Some key Documents that might shape the vision for this curriculum are

"Putting the Big ideas into practice" Barbara Wintersgill, Denise Cush and Dave Francis

<https://www.reonline.org.uk/resources/putting-big-ideas-into-practice-in-religious-education/>

"Religion and Worldviews in a Broad and Balanced Curriculum" Georgiou, Seymour and Wright

<https://www.reonline.org.uk/leading-re/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>

Discussion

It was suggested that pragmatically if this course was being offered as part of a non-examined offer in a pool with PSHE and Careers etc that it would be good to make a suggestion that schools offer a minimum of 6 units of work with 6 1 hour lessons in each unit taken from an option of 8/9 units

A minimum of 36 hours for KS4 taught by RE specialists wherever possible

Desired transferable skills that it was agreed these needed to be taught :

The ability to disagree well,

To marshal and synthesise information and arguments

To understand that knowledge is contextual

To appreciate that there can be a variety of interpretations of text and expression of belief.

Show critical thinking

Recognise the status of texts

Develop discursive essay writing skills

Interpret representations and expressions of faith and read symbolic metaphor , images and so ensure religious literacy

Explore differing ethical frameworks and reasons given for making differing moral decisions within and across belief systems and world views

Assessment

It was felt that the requirements of researched accreditation boards for moderated and annotated banks of work would be untenable given the large cohorts of students and the limited amount of contact time (36 hrs across two years).

Therefore any assessment should be based on the intrinsic value of the study rather than any external accreditation .

However to ensure that pupils understand and value the contribution of the course to their full education and to enable them to retain and express their learning it is essential that there should be a written record of their study. Each unit will have a summary task such as an essay , an oral presentation, a debate or an annotated piece of art etc

There should be a school based record of progress and a comment should be made on the report to parents .

Initial Suggestion of Possible Units

It would seem practical in each unit (of 6 weeks) to study a maximum of two faiths.

It should be noted that the main religions currently studied at KS4 in our area are :

Christianity, Islam and Buddhism.

Possible Unit Title	Strands taken from “Broad and Balanced Curriculum” ideas	Matched up with ideas in “Big Ideas in Practice”
	The Core Disciplines of RE Theological/Philosophical /Social Sciences	
1 God?	Theological (the nature of God) Philosophical (The existence of God)	Big Ideas 6 “The Big Picture”
2. The Grave and Beyond?	Theological Social Sciences	Big Ideas 4 “Making Sense of Life’s experiences” Big Ideas 6 “The Big Picture”

3. Matters of Life and Death	Philosophy(Ethics) Theology	Big Ideas 3 “How to live a Good Life”
4. Relationships and sex , why is there any controversy?	Social Sciences Theology Philosophy(Ethics)	Big Ideas 3 “How to live a Good Life”
5. The end of the World as we know it?	Theology Philosophy Social Sciences	Big Idea 5 “Influence, community , culture and Power”
6. Is Bristol (Swindon)Religious or Secular? (Local study)	Social Sciences	Big Ideas 1 “Continuity, Change and Diversity” Big Ideas 5 “Influence, Community Culture and Power
7.Expressing the Inexpressible?”	Theology Philosophy Social Sciences	Big Ideas 2 “Words and Beyond”
8. Religion causes all the Wars?” Is this true?	Philosophy Theology Social Sciences	Big Ideas 5 “Influence Community Culture and Power”
9. Who am I ? Why am I here?	Philosophy Theology	Big Idea 4 “making sense of Life’s experiences

Actions

KS to circulate FD’s hand written notes and these

JD to start to collect materials to begin putting units together

ALL to send to JD materials that they have that may be useful for this project

ALL on Bristol SACRE to report back at the next SACRE meeting and agree a next date for a meeting

Since the meeting Alice Sarbicki has requested that Merryn Evans from her school join the group as she is undertaking a Farmington on this very topic!

The final deadline for this project is May 2020 in order to have it available for schools to pilot it from September 2020

All materials will be available on the SACRE website