

### The Rose Report and RE

Many Primary Schools have been motivated through the good practice observed in EYFS, the “Quart into a Pint Pot” problem of too many subjects and content and not enough time, and the motivation of excellence and enjoyment to create a more creative curriculum in their context.

The Rose Report reflects these needs and represents a major review of the Primary Curriculum.

#### Principal aspects of the review

- Curriculum design and content
- Literacy, numeracy and ICT
- Personal development
- Transition and progression, including summer born
- Modern languages

#### Timescale

2009 Later this year the Revised Primary Curriculum will be sent to schools

2011 Teaching to begin

#### The Curriculum

To be based on 12 principles:

1. is underpinned by **aims** and **design principles**
2. is presented to **challenge, inspire, engage** and **motivate** all learners
3. promotes **coherent personal development**
4. articulates the **essential knowledge, understanding, skills** and **attitudes** in more coherent areas of learning
5. is a **common national framework** to promote flexibility and personalisation
6. is the **entire planned learning experience**
7. promotes a **wide repertoire of teaching and learning approaches**
8. makes **clear expectations of progression**

9. is built on a **good understanding of child development**
10. is **underpinned by assessment** integral to teaching and learning which actively engages children in the learning process
11. **promotes evaluation** from assessment for learning and teacher reflection to Ofsted reports
12. is planned based on **clear education outcomes**

### **Curriculum Aims**

Encouraging all children to be:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

### **Essentials for Learning and Life**

...are the **skills, attitudes and attributes** children need to develop:

- ❖ to help them in their learning
- ❖ to grow as individuals
- ❖ to sustain positive relationships

**Skills, attitudes and attribute** such as:

- ❖ teamwork and conflict resolution
- ❖ empathy and tolerance
- ❖ social and emotional skills
- ❖ respect for others and the environment
- ❖ self-respect and confidence

### **Literacy and Numeracy**

**Literacy** includes speaking, listening, reading and writing

- ❖ speaking and listening are essential in their own right and as a crucial platform for learning to read and write
- ❖ all subjects have potential for developing spoken language
- ❖ all literacy skills should be taught regularly and systematically and be embedded in each area of learning

**Numeracy** is about more than just being able to carry out basic operations. It's about knowing when to use and apply them in everyday situations

## ICT

- ❖ has a **unique capacity and potential** for developing and enlivening all aspects of learning
- ❖ needs to be **taught discretely** to capture its essential knowledge and skills
- ❖ needs to be **applied across the whole curriculum** to deepen understanding.

## Areas of Learning

The draft titles for the **six proposed Areas of Learning** are:

- Human, social and environmental understanding
- Understanding physical health and well-being
- Understanding the arts and design
- Understanding English, communication and languages
- Mathematical understanding
- Scientific and technological understanding

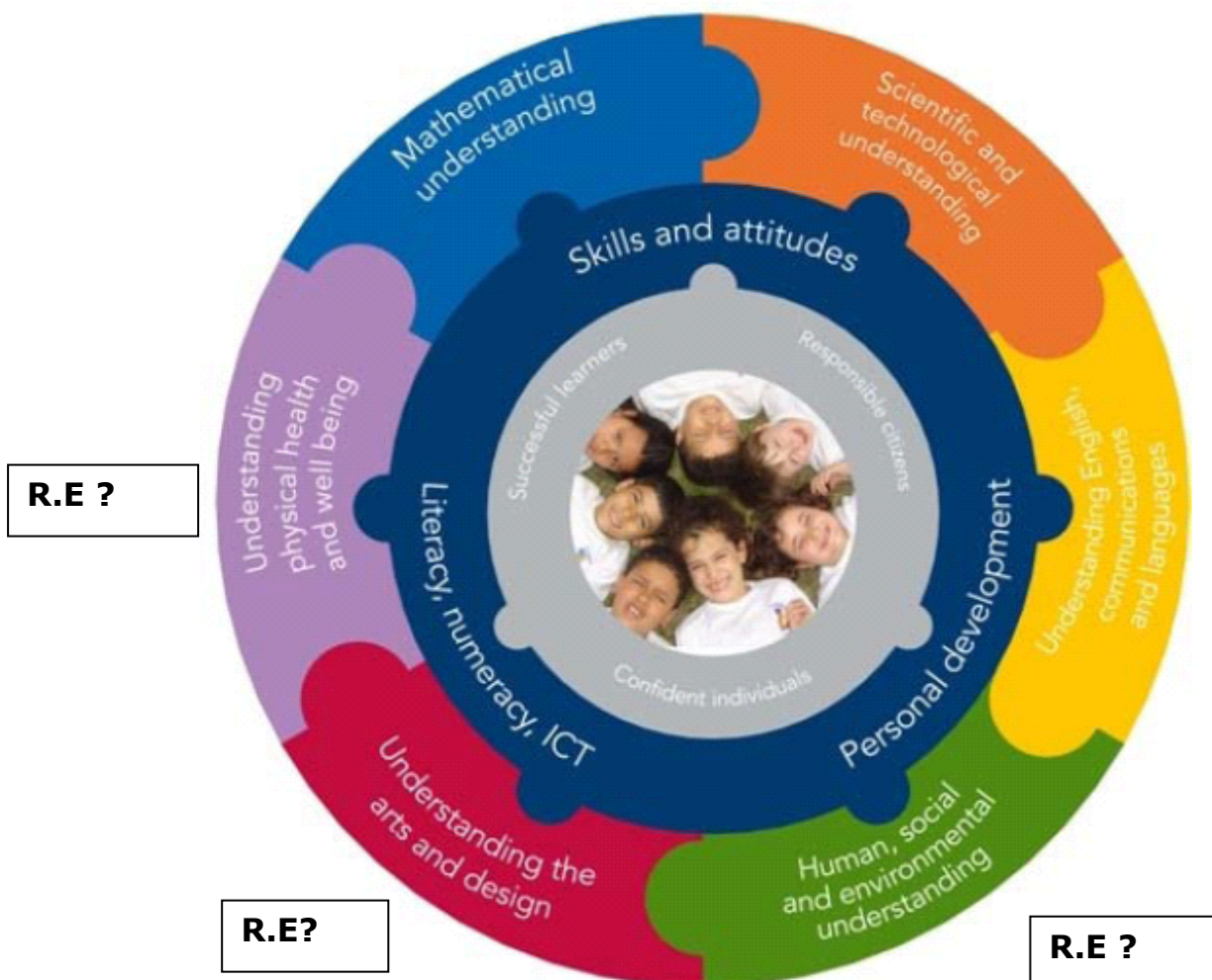
## What's in an Area of Learning?

- **Importance statement** outlines why the area is essential for children to learn
- **Key ideas** identify the understanding children need to develop within an area of learning
- **Skills and processes** identify what children need to learn to do, in order to make progress in an area of learning
- **Progression in learning** identify the 'home-base subject matter' through which children will develop the key ideas and learning and thinking skills
- **Curriculum opportunities** are experiences essential to a child's development in an area of learning, and allow children to
  - ❖ build on personal experiences
  - ❖ get actively involved in their learning
  - ❖ learn in real and relevant contexts
  - ❖ learn through play
  - ❖ make decisions about their own learning
  - ❖ learn outside the classroom and in the community

## Developing the entire planned learning experience

It is possible to have:

- skills **and** knowledge
- direct teaching **and** child led exploration
- good standards **and** well-rounded learners
- literacy and numeracy **and** a broad and balanced curriculum
- specialist teaching **and** thematic teaching that makes connections between subjects
- developing skills regularly and often **and** deep immersive learning over extended periods
- the big ideas and events from the past **and** connections to the contemporary issues of our time



## **The Place of RE?**

RE has a unique place in the curriculum.

It is a statutory requirement that all pupils are taught RE alongside Core and Foundation subjects.

Schools will need to ensure that all pupils have their entitlement and will need to be able to demonstrate where and how R.E. is being taught.

### **Where might RE fit in the new curriculum review?**

#### **Which area of learning?**

RE may most naturally fit within the  
“human, personal and environmental understanding” area of learning.  
(what traditionally has been called the Humanities)

However it may also have much to contribute to  
“Understanding physical health and well-being”  
“Understanding the arts and design”  
“Understanding English, communication and languages”



#### **Potential Pitfalls**

- That AT1 and AT2 will be separated – when they need to be taught in conjunction (learning about religion could be placed in “human, personal and environmental understanding” whilst learning from religion could be placed in “understanding physical health and well being”)
- That rigour may be lost and the levels of attainment may not be planned for sufficiently and communicated
- Key principles of AFL may be lost and pupils may be less clear where they are on their learning journey.
- That RE will be an “add on” and taught in contexts where it is difficult to find sufficient questions to serve the needs of RE and little of the Agreed syllabus will be covered in any depth.
- As pupils move schools and key stages there will be a repetition of subject content

#### **Potential Advantages**

- It allows schools to develop a curriculum to fit their children in their context



- It gives learning energy and children will achieve better as excellence follows enjoyment and engagement.
- It shows the world and learning as non- segmented and offers learners a more cohesive reality.
- It means you can maximize learning as you take longer and you are more likely to finish things – you are “launching the rocket” less times.
- The topic can be started with a “compelling learning experience” incorporating more learning outside the classroom and play and ended with an activity that will help students to communicate their learning to others.

### **A Post Script**

In the implementation of a recent curriculum review in **Wales**, at the last minute RE was withdrawn from the “integrated model” and placed as a standalone subject because of parental right to withdraw their child from RE under the Law.

The **Cambridge independent Primary Curriculum review** has published its findings and is making some different recommendations to the Rose Report – and so the Rose Report may need to respond to and incorporate those findings.

#### **“The 12 aims for primary education are in three groups.**

- *The needs and capacities of the individual*
  - ❖ **wellbeing**
  - ❖ **engagement**
  - ❖ **empowerment**
  - ❖ **autonomy**
- *The individual in relation to others and the wider world*
  - ❖ **encouraging respect and reciprocity**
  - ❖ **promoting interdependence and sustainability**
  - ❖ **empowering local, national and global citizenship**
  - ❖ **celebrating culture and community**
- *Learning, knowing and doing*
  - ❖ **knowing, understanding, exploring and making sense**
  - ❖ **fostering skill**
  - ❖ **exciting the imagination**
  - ❖ **enacting dialogue**

#### **The framework: 8 domains**

The term ‘domains’ has been chosen in preference to existing alternatives (e.g. subjects, areas of learning, themes) so as to allow them to be considered without preconception.

- **A domain has:**
  - ❖ coherence, integrity and an essential core of knowledge, skill and/or enquiry;
  - ❖ capacity to contribute to the achievement of one or more of the 12 proposed aims for primary education; potential to build on the EYFS and bridge to the secondary curriculum while respecting
  - ❖ the distinctiveness of the primary phase of children’s education.

- **A domain is not:**

- ❖ a named slot in the school's weekly timetable - domains are *professional* curriculum categories, and how they are translated in the classroom, terminologically, temporally and pedagogically, is for schools to decide; an invitation to low-grade topic work in which thematic serendipity counts for more than knowledge, understanding and skill.

The domains bring together 15 key areas of knowledge, skill, enquiry and disposition identified from the Review's evidence, from consultation and from international comparison as being essential to the primary phase. The domains – listed alphabetically to preclude assumptions about hierarchy – are:

- ❖ **arts and creativity**
- ❖ **citizenship and ethics**
- ❖ **faith and belief**
- ❖ **language, oracy and literacy**
- ❖ **mathematics**
- ❖ **physical and emotional health**
- ❖ **place and time**
- ❖ **science and technology"**

*Cambridge Curriculum Review Feb 2009*

At first glance it might appear that by having a "domain" entitled "faith and belief" that the Cambridge review safeguards the position of RE and may offer a solution the problem of withdrawal.

### **Election – and a possible change in Government before 2011**

Should the Conservatives form the next Government they have indicated that they would not be implementing the findings of the Rose Review.