

## **Information and questions to help shape our responses to curriculum reform consultation**

1 (Appendix 1) Changes made between the Draft Rose Report ( see report made at the last SACRE) and the Final Rose Report on the Primary Curriculum.

Between the draft and the final report the 6 areas of learning have changed from:

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

to:

- Understanding English, communication and languages
- Mathematical understanding
- Scientific and technological understanding
- Historical, geographical and social understanding
- Understanding physical development, health and wellbeing
- Understanding the arts

In the rest of the report there are little substantial changes. ( see Appendix 1) However the change between the draft to the final report of “Human, social and environmental understanding” to “Historical, geographical and social understanding” essentially removes RE from being taught within the areas of learning to being taught outside.

It should be remembered that this curriculum may not be implemented if we have a change of Government. However it is highly likely given the investment already made that there will be some kind of curriculum change.

Q 1 Does SACRE feel the position of RE is being sufficiently upheld in the Rose Review particularly in the light of R.E.’s key role in implementing the duty to promote Community Cohesion ?

Q.2. Should RE always be taught outside of the areas of learning?

Q.3 Does this report as it stands give Headteachers and teachers enough clarity to understand the legal status of RE in schools ?

Q 4. Are there any further points members of SACRE would like to make ?

## 2. (Appendix 2) .Non- statutory guidance for a statutory subject

Q1 Do members feel it is a positive move to offer grade descriptors as end of key stage targets (rather than as part of the 8 point scale as it now offered)?

Q2 There seems to be no indication of AT1 (learning about) or AT2(learning from) in the grade descriptors. Is this a good idea or not ?

Q3 Are there any other comments member would like to be made?

## 3. ( Appendix 3 and presentation) Religious Education in English Schools: Non statutory guidance 2009

Q1. What are the positive aspects of this guidance ?

Q2. Does this serve to clarify the relationship between Academies and SACREs in the light of the fact that there is no national curriculum for RE ?

Q3 Is it a sensible omission to offer no guidance in terms of suggested time allocation for RE ?

Q4 Are there other questions or points members would like to raise ?