



Introducing the Kent Locally Agreed Syllabus for Religious Education March 2007

Pamela Draycott (RE and Citizenship)
Allan Foster (Lead Curriculum Adviser and PHSE)



We will ...

- develop understanding of the legal position of RE and of the KAS;
- identify priorities for implementing its requirements in our schools.

REact - Kent Agreed Syllabus for Religious Education

- Why a Locally Agreed Syllabus?
 - Past - 1944 (RI), 1988 (NC), 1992 (Inspection), 1996 (consolidation);
 - Present - balance - local determination and national initiatives;
 - Future - who knows - but understanding of religious beliefs and practices, similarities and differences will remain a necessary part of pupils'/students' educational entitlement (understanding of self/others/world).
 - maximum 5 yearly review of KAS.

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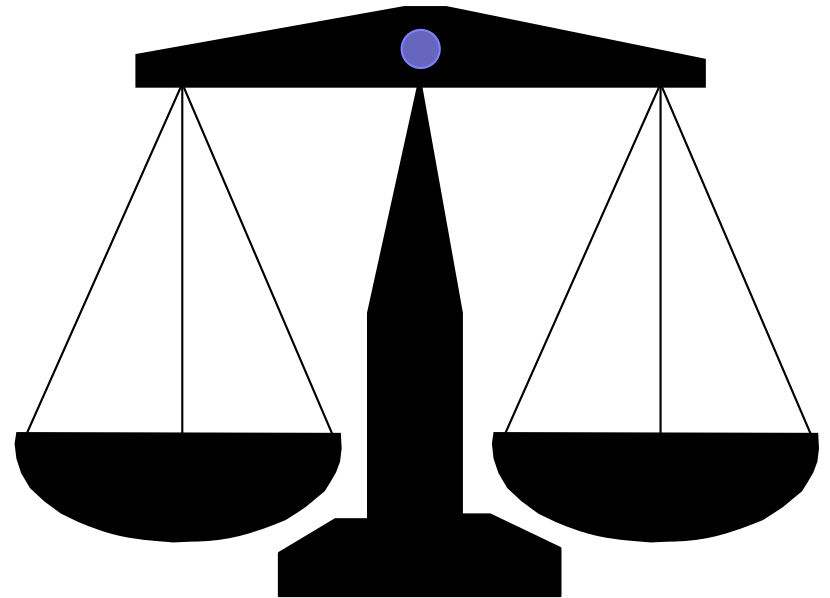
➤ KAS

- legal and educational basis for RE;
- sets content (religions/concepts), skills and processes for schools to implement (freedom and flexibility within legal requirements of KAS);
- drawn up on expectation of approximately 5% of curriculum time across key stages (15 hours per year in 6th form);
- Foundation stage and Reception - areas of learning;

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➤ KAS

- learning about ...
(knowledge and understanding);
- learning from ...
(reflection and application);
- both dimensions important - provide focus and balance.

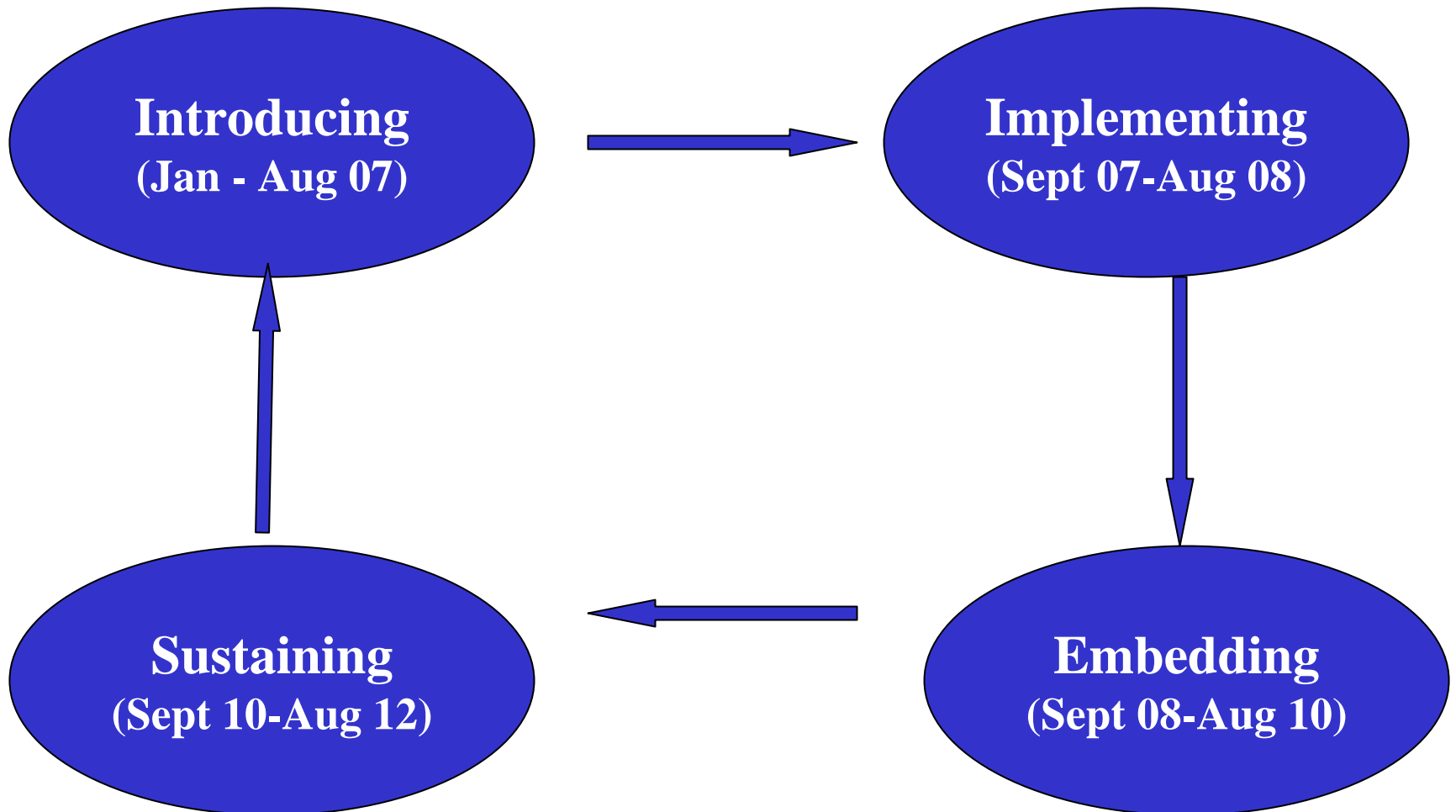


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- levels of attainment - level descriptions - pages 56-62;
- set expectations;
- important 'tools' for assessment (of and for learning) and for task setting and differentiation.

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➤ KAS - Cycle for development



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- Christianity studied throughout each key stage
- FS and Reception - opportunities in line with ELG and AOL;
- KS1 plus at least one - Hinduism (principal religion) and Judaism (subsidiary) plus religious community with presence locally where appropriate;
- KS2 plus at least two - Judaism and Islam - Sikhism 2 terms as a transition unit - plus religious community with presence locally and secular world view where appropriate;

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- KS3 plus at least two - Sikhism (transition unit) and Buddhism. In addition revisit at least one religion studied in KS1 and 2 - Islam or Hinduism plus religious community with presence locally and secular world view where appropriate;
- KS4 plus at least one - recommended follow an externally accredited course (e.g. GCSE full or short course);
- Post 16 - 15 hours per year - conference programme, part of general studies etc.

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- Transition unit: Sikhism
 - to encourage partnership across schools in different phases;
 - to address continuity and progression issues across the phases;
 - to provide quality opportunities for pupils as they change from one phase of education to another.
- Year 6 (2 terms) - take to 'new school' with them - evidence of what achieved in primary school.
- Key Stage 3 - free to choose when complete but it is recommended that at least some of the work takes place during Year 7.

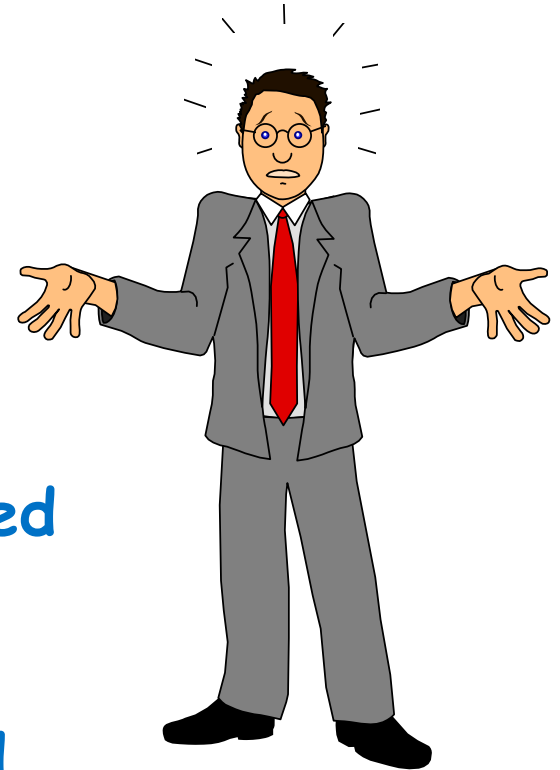
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- KAS not only about content focus but about skill and attitude development recognising the importance of both academic rigour and personal development opportunities;
- KAS recognises the importance of spiritual, moral, social and cultural (smc) development within RE although smc is not only an RE issue - it is an issue for the whole school and for every area of the curriculum.

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As a senior leader and governor you need:

- an overview of RE curriculum requirements in line with KAS;
- to monitor the quality of the experiences and opportunities provided in RE for you pupils/students;
- you need to support your subject leader in developing quality RE based on the KAS - time, training, resources, finance, etc.



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➤ Think about it:

➤ In relation to RE we need to ask ourselves 4 key questions:

1. Where is our school now? Honest assessment of strengths and areas for further development to set context for development in line with KAS;

2. Where does our school need to be?
Delivering quality experiences and opportunities for our pupils, promoting high standards (attainment/achievement) in line with KAS

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3. What do we need to do to make the necessary changes? Broken down into manageable areas - timescale, resources (financial and person-power), linked with other school/national priorities and with requirements of KAS.
4. How are we going to know we've 'moved on'? 'Success criteria' - see progress - celebrate to start process again from a different (and better) starting point.



Advisory Service Kent
Shepway Centre
Oxford Road
Maidstone ME15 8AW

Tel: 01622 203800

Fax: 01622 670509

www.kent.gov.uk/advisoryservice

pamela.draycott@kent.gov.uk

