

Introduction

This document provides some **basic guidance** for teachers linked with the requirements of REact - the **Kent Agreed Syllabus for Religious Education (KAS)**. It focuses specifically the **'transition unit'** which aims to develop **'learning about ...'** and **'learning from ...'** **Sikhism** across the primary (Year 6) and secondary (Key Stage 3) phases of education.

It does not cover the whole of the content focus or all approaches that could be taken in developing the transition unit. Rather it acts as an exemplar to encourage RE subject leaders and teachers to consider for themselves the **needs of their pupils**, the **selection of content** and the **skills and processes** that will set **suitable learning challenges** to enable progress to be made. It is presented focusing specifically on different aspects of

Sikhism but does not presuppose that the only way of organising such a focus is systematically. If schools wish to organise their study thematically or using an issues-based approach that is perfectly acceptable.

Some **background information** is provided as well as outlining some **activities** and offering some **stimulus sheets** that could be used/adapted for classroom use. The KAS transition unit provides a perfect opportunity for **primary and secondary schools to work in partnership**.

This resource produced by the **Advisory Service Kent (ASK)** and with the support of the local **Standing Advisory Council for Religious Education (SACRE)** seeks to make a contribution towards this.

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Religious Education: Skill Development

Progress in religious education is dependent on:

- acquiring **information, knowledge and understanding** about religion through studying for example some of the **practices and rituals** of a range of religious traditions; and
- developing **general educational skills and processes** to **enhance and apply** the **knowledge** gained.
- developing **positive attitudes** towards life and living.

Some questions to think about/address:

- ♦ What are the skills we want to give the pupils the opportunity to develop through this work (based on the KAS - e.g. see section 5 non-statutory guidance in the syllabus)?
- ♦ How can a focus on skill development help us to plan our transition unit so that it is active and engaging for our pupils?
- ♦ What tasks do we need to set up for our pupils to develop the required skills?

