

**The Implementation of the 2020 Durham Agreed Syllabus**  
**Durham SACRE March 2021**

**This report was originally produced in September 2020 and revised in October 2020 and February 2021.**

**The initial plan for the launch of the new Durham Agreed Syllabus:**

Following the retirement of Isobel Short in the summer of 2019 Education Durham brokered the services of an external specialist Religious Education consultant, Catherine Robson, to design and deliver a series of face-to-face launch events in the Summer Term of 2019-2020 and prepare school for implementation from September 2020. The following dates were reserved:

Friday 22nd May - primary  
Friday 19th June - secondary  
Friday 10th July – primary

An additional Special Schools specific launch was also agreed for 26 June (9-12 noon) that responded to the development needs of colleagues with responsibility for Religious Education in these settings. Historically, colleagues from Special Schools joined either the Primary or Secondary launches.

Catherine Robson consulted and worked with Chair of SACRE, Paul Welch to design the programmes for the launches and the launch dates and information were shared with schools in January 2020 (see below).

The **new** Durham Agreed Syllabus for **Religious Education** has been produced in collaboration with Durham SACRE and will replace the current syllabus.  
The launches will include training in the use and planning of the new Syllabus, a chance to meet members of Durham SACRE and networking opportunities with other RE Coordinators.

**In response to the national lockdown (March 2020)**

Following the announcement of the closing of schools and the national lockdown by central government on 20th March 2020, Education Durham, in response to the current climate and requests from schools for information so that they could plan for the autumn term, planned to bring forward the launch of new Agreed Syllabus for Religious Education by designing a blended learning package that would take place digitally via MS Teams. The use of MS Teams platform and a specific Teams Site was agreed as it would allow for greater support for colleagues to access the training materials (rather than via a series of pre-recorded PowerPoints sent via email) and would also further upskill teaching professionals in both the access and use of online teaching and training. MS Teams is the facility provided by Durham County Council for use in maintained schools and as such was already being used by Education Durham to provide support to schools. The blended learning programme would also mean the 5 training sessions in the form of MP4s could be used to further develop expertise within schools by the colleagues accessing the launch. This was not something that was possible through historical face-to-face training days where typically one member of staff per school attended the launch events. Evaluation was sought at each stage of the launch event so that it could inform later sessions. There was a facility for participants to post questions and interact with each other throughout the event and following the event and responses where required provided by Catherine Robson.

**The digital blended learning programme:**

The programme for the digital launch was organised and circulated to schools at the end of April 2020 (see below) and brought forward the launch by 2 ½ weeks / 2 months for primary colleagues

(two launch dates) and by 5 weeks for secondary colleagues. The Summer Term RE network meetings were also rescheduled to follow the launch so they could further support the implementation.

### **Launch of the new Durham Agreed Syllabus for Religious Education and RE Networks**

Dear colleagues,

The **new** Durham Agreed Syllabus for **Religious Education** has been produced in collaboration with Durham SACRE and will replace the current syllabus for maintained schools. Academies are invited to attend to learn about the new syllabus which they may choose to adopt.

The launch of the **new** Durham Agreed Syllabus for **Religious Education** will be taking place virtually with the first training session available from Tuesday 5th of May 2020. The launch is taking place at an earlier date than the previously advertised face-to-face launches and is in response to the current climate. We have redesigned the launch event to provide a blended learning programme delivered over a series of supportive sessions with additional resources. Staff attending this training will have access to an MS Teams channel from which the syllabus and additional planning and learning resources can be downloaded during the launch phase.

### **The Summer Term networks for Religious Education will take place on the following dates:**

Secondary RE network: Thursday 18th June 2:30-3:30pm

Primary RE network: Friday 19th June 2:30-3:30pm

Special schools RE network: Friday 26th June 2:30-3:30pm

### The programmed sessions were planned as follows:

#### Session 1 (5 May 2020):

- ▶ Welcome by Richard Crane Head of Education
- ▶ Introduction by Paul Welch Chair of SACRE & Agreed Syllabus Conference
- ▶ The purpose and aims of Religious Education
- ▶ The legal requirements of Religious Education
- ▶ Time allocation & ways to deliver Religious Education
- ▶ Reflecting on our understanding

#### Session 2 (12 May 2020):

- ▶ Revisiting session 1 (questions, responses and clarification)
- ▶ Religious and non-religious worldviews
- ▶ The 3, 4, 5 RE syllabus
- ▶ Skills and attitudes
- ▶ Building religious literacy
- ▶ Benchmark expectations
- ▶ Enquiry based learning
- ▶ Reflecting on our understanding
- ▶ Reading for session 3

#### Session 3 (19 May 2020):

- ▶ Revisiting session 2 (questions, responses and clarification)
- ▶ Reading for session 3 and building expertise
- ▶ Planning the religious education curriculum & considering progression
- ▶ Plus: guidance section for Special Schools

#### Session 4 (2 June 2020):

*3 separate sessions were designed and delivered:*

- ▶ Developing core Religious Education in KS4 and KS5.
- ▶ Developing a Medium-Term Plan: modelling curriculum planning for KS1-2 (unit question: Why should people with a religious faith care about the environment?);
- ▶ Planning for curriculum implementation in Special Schools.

Session 5 (9 June 2020):

- ▶ Revisiting session 4 (questions, responses and clarification)
- ▶ Bridging units in KS2-3 (in response to the current climate)
- ▶ The contribution of Religious Education to the whole curriculum
  - ▶ The contribution Religious Education makes to pupils' SMSC development
  - ▶ Religious Education and the promotion of British values
  - ▶ The contribution of Religious Education to literacy
- ▶ Acknowledgements

**Impact of the digital blended learning programme and launch:**

A series of channels were organised on the Durham Agreed Syllabus Launch MS Teams site including a channel specifically for Headteachers where they could access the key information to inform strategic planning and provision of Religious Education. 150 colleagues accessed the digital launch of the Agreed Syllabus. The channel remains open for participants to continue to revisit videos, resources and download them as required. It is planned to close this at the end of the Autumn term.

Initially and mainly relating to the first session, there were problems with participants being able to access the launch materials. This was due to technical issues in schools or teachers lack knowledge and skill in using MS Teams. The launch was early in the pandemic response which accounted for the lack of familiarity with the online platform, an issue encountered in the provision of other online training provided by Education Durham at that time. However, all participants were supported to be able to access the event material satisfactorily.

Following the final evaluation (Appendix 1) an e-book of resources was produced and launched that included support materials for 17 of the KS1 and KS2 units from the exemplar long term plans in the new Agreed Syllabus for RE (see \* below). The e-book was purchased by 106 schools.

In addition, as a result of feedback, a "Leading RE in Primary School" course was designed and delivered. It included 3x90 minute sessions, delivered in the same way, to support colleagues in the effective leadership of RE and in the development of units which were not included in the e-book. A considerable number requested the course to be delivered in July 2020 and it was designed and developed to be able to do so. 17 colleagues attended this first course. Due to further demand the course was delivered again in October 2020 for a further 15 colleagues.

Following the launch, 20 support contracts have also been requested by schools to further support the implementation of new RE syllabus. These support contracts amount to 85 hours of support and a further five contracts are being processed.

Finally, a briefing session was also delivered to the Education Durham Leadership Advisers Team on the 4th September 2020 and an additional briefing to the Special Schools Headteachers is planned for 20<sup>th</sup> November 2020.

### **Costs**

In November 2020 a Freedom of Information request was submitted to Durham SACRE which requested, amongst other information, information on the cost of production and launch of the Durham Agreed Syllabus for Religious Education. The figures below were submitted as part of the Freedom of information request.

The Revised Durham Agreed syllabus for Religious Education was revised in 2019, published and launched virtually in May 2020 for use in schools from September 2020.

Total cost of syllabus consultation, development, production, virtual launch event and training (including advisory support, administration, platform design and administrative support, publication and distribution) was £44,199.15.

## Appendix 1

### Evaluation comments from participants

#### Did the learning meet the expectation? 94% said Yes

Yes but would have liked input on ways to bring links to the different faiths into our school.
Yes, although I'd still like more assistance with Islam. *
Would have like the syllabus first and then discussed it during the sessions
I didn't know what to expect
I think I was hoping to go through each of the faiths studied in the primary syllabus (inc Christianity) *
I thought there was going to be a more drastic change in the syllabus to link more closely with PHSE

#### What have I learnt?

confidence in RE planning and development of a new RE curriculum
More about places to source resources. Networking opportunity because there is a ready-made TEAMS group dedicated to RE. It's a very easy forum to access ideas, at the moment!
- new long-term planning - fully understand the concepts behind teaching for RE (I was not RE lead in 2012 so have enjoyed having the agreed syllabus fully explained to me).
Mentioned above.
I'm concerned that RE is getting out of step with other academic subjects who are now focussing on knowledge retention, Rosenshine, etc - we are still focussing on Enquiry led learning. School focus is on Rosenshine and I don't want the Dept to be at odds with school expectations and priorities.
I like the new syllabus- I think it is current, up to date and provides a good balance across major religions.
The information for EYFS was useful to share with new EYFS staff. Planning sheet for MTP was helpful.
I am familiar now with RE across the whole school. Also, I've improved my knowledge of how RE links with the British values work. I am more certain about what I need to do and how I may assist others - although that is not the case with Islam and the diversity units. I've enjoyed learning about the enquiry approach and how resources can be used. I've learned about the benchmarks and how planning develops from that. I'm pleased about the ideas given to help me write the intent statement.
How to build up a medium-term plan
It has been good to be able to digest each part of the new syllabus separately. It has given me time to think about it before I take it back to staff. I have learnt that I already know my RE and the planning process better than I think I do , but I have also learnt that some new (younger) staff at my school weren't aware of the 2012 syllabus like they should have been and were just heavily relying on MTP that had been produced for them without thinking of the concepts .
How to effectively plan and deliver a RE unit of work.
More about enquiry-based learning
Underpinning ideas for the teaching and assessment of RE
How the whole syllabus comes together.
To teach RE using an enquiry approach
I generally just feel more knowledgeable and feel I can better support my colleagues now to ensure better continuity in the subject. I also feel like I would be much more prepared in a deep dive.
New style of planning, more about critical thinking, clearer picture of benchmark expectations, to make links with other schools, to think of the "bigger picture", developing questions.

A new approach to teaching RE
More about the enquiry-based approach and also that I need to get staff to take ownership of their own lessons
I have learnt a lot I was brand new to this role and knew very little about RE. I now feel that I am ready to hold a training meeting with staff to guide them.
How the syllabus and exemplar plan fit together to ensure progression. How to create an MTP using the information provided in the syllabus.
A helpful reminder about how to plan. I now have a clearer feel for how the teaching of RE should progress through the Primary phase. Renewed enthusiasm to use a range of enquiry-based learning techniques.
revisited elements and concepts and areas of enquiry
I have learnt about the new curriculum and the topics that have changed.
I have learnt that RE lessons should give pupils the opportunity to explore religious and non-religious worldviews and should allow pupils the opportunity to discuss their own beliefs while encouraging pupils to be sympathetic towards other people's feelings and experiences.
As a new coordinator of RE in my school, I feel like I have a much clearer understanding of the agreed syllabus.
A different method to plan units.
I have learnt the best way to plan each unit and the detailed process to follow and what subjects will be in each year group and how it will flow from each year. I have also learnt that I know more than I thought and to believe in myself more as we are all in the same boat with this new syllabus.
I now have knowledge of the new syllabus and the long-term plan. I have a greater confidence in my ability to lead training for colleagues in school using the materials from each training session.
How RE can improve the skills of young children in all areas of the curriculum.
the content of the syllabus that the question approach I was already using was a good model
About the new syllabus.
That I am already covering the New Syllabus in my own planning and I often can combine RE with other subjects such as PhSE, literacy and science.
Assessment focus was useful
Refreshed on right to withdrawal from RE and whole structure of RE and its place within the curriculum and its contribution to other subjects e.g. SMSC 2. Changes from 2012 to 2020 Syllabus. 3. Greater understanding of planning - medium term and lesson planning. 4. How to support staff in planning and teaching RE.
The progression of RE throughout the key stages. The depth of the curriculum. The purpose of RE.
More about enquiry-based learning, how to think about planning a unit (although still not confident in my own subject knowledge to do that)
How to plan a curriculum for RE.
How the syllabus has changed from the previous one
Rationale behind the change in the planning structure. Good to see a secondary's perspective from a primary school base.
I have a more secure knowledge of how to develop RE planning around a question and how the benchmark expectations inform this.
Lots! I am confident with the long-term plan that I have adapted. The key areas are all very clear now and I feel much more confident in planning and creating engaging lessons for the pupils.
That what I am doing is good, but the syllabus can help me make it better.
Learnt many differences between the old and new agreed syllabus
How to create medium/short term plans from a question

Using the new benchmark expectations in planning and assessment Made me aware of new resources, websites, books etc to support me
Assessment and benchmarks have been useful. Also, adding the 'big picture' into the plan will be helpful to staff who lack confidence.
This has further entrenched my belief in the importance of the teaching of RE in schools. It has offered easy to follow guides for planning each key unit, ensuring all areas are covered and there is cohesion and progression across the key stages.
Good to have a reminder of the rationale behind the syllabus. Training on enquiry-based learning was very useful and has been shared with staff. Session 4 about planning a unit was valuable and again is to be shared with staff at school.
The thought processes that go behind planning a map or individual lesson- loved the template.
I have learnt lots about the new syllabus and how it differs from the previous syllabus.
The changes to the curriculum alongside ways to plan and deliver this.
Changes to LTP, in particular Sikhism no longer KS2. Learning should be enquiry based. Personal reflection is never assessed.
I have learned not to be a frightened and reticent to plan my curriculum. I have more confidence in what I need to do and what I need to cover.
How to plan a unit of work based upon the new syllabus.
The slower approach to learning allowed me to rewind and go over certain things again in more detail. I have relearned material from the 2012 launch in a different way with a different focus.
Loads! Now want to do a full review of what we do as a school and make this much more progressive.
Revision of important aspects of the syllabus To try to pause and reflect further
The approach covered will follow a similar process to the work we are doing in school with other subjects.
Lots!
The most effective way to plan a topic.
Changes to the syllabus and some of the rationale behind it. Greater understanding of the content
The content and changes which have been made to the Agreed syllabus, and the new methods for assessing.
Different strategies for Core RE and bridging unit.
Much more confident re RE delivery.
the content of the new syllabus and how to implement
I will be able to give more feedback once I have seen the full syllabus
I have developed my knowledge of RE across the primary setting.
A great detail about implementing the new syllabus.
New planning has been great during session 3&4 and using a variety of different stimulus'
Virtual learning for a start!!!!(Never used Teams before) Learnt more about enquiry-based learning.
A new and interesting way to plan for each question
More about the requirements for RE and a good model for planning using enquiry-based approach.
The process for MTP in RE - combining all the elements of the agreed syllabus.
To think carefully about the bigger picture and not just what you want them to learn but why and how it will include the different aspects of RE.
The legal requirements of the Durham Agreed Syllabus. How to structure and plan units.

I have learnt that the syllabus is changing with the times. It remains inclusive and I am looking forward to rolling this out in September.
A better understanding of the syllabus and how to plan
Differences between the 2012 and revised AS.
Better understanding of the RE syllabus. More confident in delivering RE CPD.
Some useful tips for teaching RE
Different ways to show progression and how to construct assessments.
I have learnt much more about the steps needed in medium term planning.
I have found new ways to approach curriculum design that I can share with others.
More in detail knowledge of RE syllabus
Activities and questions which lead to critical thinking
How the agreed syllabus works Importance of reflection
An understanding of the long-term plan and religions to be covered. The benchmark expectations. Incorporating the concepts.
More about the theory and parts of teaching that I have been missing
Lots of ideas for planning and delivery of RE to fit around the new syllabus.
About the changes to the new syllabus and reflection time allowed me to think about what this means for me and my school.
How better to links key ideas and principles together across the school.
I have gained a deeper knowledge of the basics of the Agreed Syllabus in Durham.
The 2020 Durham Agreed Syllabus is my 3rd since I took up my post in 2005. I have learned much over those years from the applications of the first two. I look forward to continuing what I consider my good practices and implementing relevant new ones.
wider view of the RE syllabus and how it all fits together
How to create more detailed plans for each year group, what to include in lessons.
New LTP, MTP and implementation
Understanding of new syllabus
The new syllabus is not hugely different to the previous one. The RE policy needs to be updated.
Most importantly, I have learnt that there is a wealth of knowledge, experience and help available from others, should I need it (see q15).
I feel much more confident with the agreed syllabus
Within the MTP I need to make it clear to colleagues that the benchmark expectations for children in our mixed age classes will be different for different year groups.
I am new to leading RE so the main thing I have learnt and will take away from the sessions is the 3-4-5 syllabus (3 elements, 4 concepts and 5 types of enquiry questions).
Which areas of world religions in Britain need to be studied at KS3.

#### **What has changed in my belief and attitude?**

I am more confident in approaching RE
I believed this already, but I feel I need to impart it more to staff simply, the importance of RE and the weighting it should be given, in our classrooms. Think the literally spelled out hours and minutes in the new syllabus document helps to make this crystal clear.
That I can organise RE medium term plans and filter down this knowledge to other colleagues. (Just some support on diversity and community would be great!).
That RE lessons can be fun, e.g. a murder mystery lesson in replacement of the resurrection of Christ.

Nothing.
Looking forward to developing our new curriculum and looking closely at our local faith community.
This is difficult as I only have one more term to work.
Having knowledge of the whole school curriculum. Also, having it clear in my mind of what I have to do now.
Further emphasised the importance of how all staff need to promote all aspects of RE positively for all children
It's made me feel like I want to lead RE again. We've spent so long waiting for the new syllabus! I want to share the syllabus with staff properly and show them how to use it to plan from.
More positive attitude
RE has become more accessible
I think that RE needs a higher profile in our school
More emphasis is needed in school to value RE and to celebrate our similarities and differences
The information and support provided has definitely built my confidence - thank you!
I think asking deeper questions and developing deeper questions for RE in primary.
I want staff to move away from written work in books/worksheets for every lesson. The enquiry-based approach will hopefully help this
I feel more excited for my new role.
I feel more confident in my own ability as RE coordinator and I also think that I now have a lot more expertise to share with others.
I now want to raise the profile again of RE through my school and really see the progression in skills, vocabulary and understanding.
Refreshed my passion on RS and how important it continues to be within the secondary setting Focused my thought around belief, impact, authority and expression
I feel more knowledgeable in the concepts having re studied them through this course. I understand where we are going with RE and I have begun to pass all relevant information onto staff in my school.
It has made me realise that RE isn't just about the teachings of different religions it is about recognising and teaching children to understand that worldviews are complex and diverse and helping them to recognise the influence religion has on individuals and societies.
N/A
I believe my questions need to be stronger.
To not worry to much about their prior knowledge of each unit and to ensure that units are recapped before moving on.
I think that I have a more positive attitude towards my ability to lead RE.
RE should be practical and children's understanding will be improved by meeting people and visiting places of worship of different faiths.
I'm glad there's some Islam in this syllabus for KS2
NA
Nothing really, I already realise that the issues raised in RE are at the heart of child development and children should be encouraged to link what they find out about religion to their own lives as much as possible to help them become more rounded individuals with a broad outlook on life.
I have always seen the importance for teaching children about faith and religions people follow. I don't feel my beliefs or attitudes have changed as such, ready and looking forward to supporting staff in the implementation of the new syllabus
I have always believed in RE and its value and importance in the curriculum, this training has strengthened this belief.
I feel that I have developed an 'I can' attitude towards being subject leader due to the training I have received. I feel more confident to explain to others about the new syllabus.
Not much really

Developing my own confidence in how to plan a curriculum.
Nothing really. Having trained as an RE specialist 20 years ago, I continue to feel confident and excited about delivering the subject.
My confidence in being able to find appropriate resources.
I think the units of work have been thoughtfully planned out and this has definitely made me think about the links that can be made alongside teaching. I am very happy that Islam has been brought into the primary curriculum too.
Even though we are an academy school the syllabus is still a practical tool for me to use.
The contributions to literacy was very beneficial - I found the part about going beyond the textbook and PowerPoint and using a range of sources really made me think about how we teach RE
Nothing. This training has strengthened my belief in the importance of RE and how exciting a subject it is to teach!
Feel more confident in leading RE in school and that staff will feel more confident in teaching and assessing RE after completing CPD.
Already a practising Catholic, this has strengthened my own faith and made me excited to share this with the children without imposing my own beliefs.
I feel much more able to lead RE confidently.
My attitude has always been very positive towards RE. I feel I am now confident to share this with school staff.
Better understanding of how lessons should be organised.
I feel more confident and positive about what I am doing now. I understand what I need to put into my curriculum.
Having the confidence to plan a unit of work after speaking to Catherine.
A firmer foundation
That there are a lot more ways of helping the children to access the curriculum which are relevant to them.
To try to pause and reflect further
No change
I like how this has all come together. I like how it has given me a wider perspective on RE
That R.E needs to be a focus more in schools.
The syllabus is more widely matched to society
Not sure what this means.
Importance of the value of RE has been further underpinned.
As above I feel much more confident.
NA
I will be able to give more feedback once I have seen the full syllabus
How progression is developed across KS1 and KS2.
A better understanding of what my aims are.
N/A
I teach RE throughout KS2 in our school, My belief hasn't really changed but the course has allowed me to keep up to date with changes.
I feel like R.E is more accessible now
Benefits of enquiry-based approach and confidence to try some P4C ideas.
nothing
Increased enthusiasm within a subject I have always had a great interest in.
I feel more confident in supporting other staff in teaching RE.
Nothing -
Better understanding of how to plan a full overview of learning across the school

Not a change, but a reminder of the importance of RE in schools
I believe that RE taught in Villa Real school is not just about individual RE lessons but about the holistic approach of our curriculum.
No change
I have always been passionate about RE and I have time constraints in KS4 so I am going to look at Gemma Cross' KS4 ideas to engage KS4 even more as RE has had quite a negative press in the school so far.
Not so much changed - I always knew it was an important subject, but this reminded me just what an important role RE plays in educating children for the modern world.
Completing these sessions has changed my worries around how much work my curriculum may have needed. I have found that my curriculum fits well with the new syllabus, but it has also allowed me to look at certain topics and change them for something that fits better.
consolidated knowledge and understanding.
I have realised what an impact the teaching of RE can have.
x
N/A
I love Re and enjoy teaching all aspects
I feel more confident in feeding back to staff as I feel I have a better understanding of how RE lessons should be planned and delivered.
Nothing new, just refreshed some key themes and values.
N/A
I feel that as I renew my subject knowledge that I need to offer more support to colleagues in developing and planning units of work.
I feel that there should be a closer liaison between my department and the teachers who deliver the SMSC/ British Values curriculum.
More confident in leading RE in school
-
I have always followed enquiry based so this will remain the same.
n/a
That RE is more valuable than ever before in terms of the current cultural situation.
Not relevant.
I am more confident assisting other staff
I was nervous about leading and organising RE and still am but I feel a bit more confident about the subject after taking part in these sessions at my own pace.
I still remain firm in my academic conviction that the world religions paradigm for the teaching and learning of religious studies is rather conservative and old fashioned.

### **What will change in my practice?**

Stronger lessons rooted in an enquiry-based approach
Some jiggling of units of work.
More consideration given to our locality and the buildings/religions represented (or not), around our school.
Hopefully, more time being dedicated to RE teaching.
- filtering down more information to my colleagues so that they follow and achieve my newfound knowledge on the reasoning behind the unit questions.
Make lessons more enquiry based
My practice has been continually evolving over 30 years of teaching and I hope it will continue to do so.
The introduction of the new units. An understanding of local faith communities.

I won't have much time to change much before I leave but I will be able to work with and support my successor to implement change and embed the new syllabus.
Once I have planned, I will certainly use an enquiry approach where the children can think more critically and use observation and thought rather than me just telling them lots of facts without any real link to anything.
Planning of individual lessons
I will develop a new way of monitoring the RE planning and children's books to make sure that it is clear which of the fundamentals of RE are being covered. I haven't decided how yet?! Red Green and Blue or boxes .... ? I will be a lot more confident now.
more focus in lessons
Questions per lesson - enquiry based approach
a broader range of activities and more emphasis on critical thinking
I am going to try and use more enquiry in my teaching as a regular feature.
Monitor RE teaching to ensure it is receiving the full coverage
Better subject knowledge Much more enquiry-based learning Better use of resources
Incorporating more opportunities for a critical thinking approach to lessons, feel more able to support colleagues too.
A more exciting and interesting style of teaching RE
Encourage use of portfolios to show the learning and discussion that is going on. More use of artefacts and visual stimulus to initiate discussion.
There will be a few changes in our RE practice.
Being able to support staff more as I feel I have a deeper understanding of the key parts of the syllabus now and how to use it to plan.
I will plan more clearly for progression and aim to be involved in delivery of RE in different key stages. I will create a skills progression document in consultation with SLT for RE. I will review current planning in light of the new syllabus and work with colleagues to create new plans. I have subscribed to NATRE as it became clear that this would be a valuable resource.
More emphasis on the above implementing critical thinking and independent learning in lower school Bridging unit in Primary school
I will ensure the new LTP is implemented with the faiths of Judaism and Islam being covered. I will follow the lesson delivery as suggested in the sessions.
I will support pupils I teach in learning how to understand and respect religious and non-religious worldviews helping prepare them for beyond school and into adult life.
As a start point, we will always be using a question.
Focus on more challenging questions.
Ensuring that each lesson is an enquiry-based lesson- focusing on a specific question.
Greater confidence to provide training for colleagues.
Try to liaise with different faith communities and members. meet with teachers more often to discuss planning
P for C across all classes more visual/artefacts etc
Monitoring of planning, ensuring teachers are using a question-based approach to lessons,
I will continue as above but will put more thought into how I can assess RE.
Assessment will be clearer. I will ensure each lesson starts with a question for the children
I would like to develop teaching of RE to a more enquiry-based approach. I would like to further develop critical thinking within RE.

How to support others in the delivery of RE.
I will try to make learning more through-provoking
How to support other colleagues in planning their RE lessons.
Different units chosen for future
Perhaps a little more opportunity for the children to reflect in their own beliefs.
I will use a wider range of resources to inform planning and provoke questions.
I will definitely think more carefully about the planning and delivery of RE lessons.
Clearer vision and work with other Subject Leads
I will start planning with a big question I'm going to try and include more personal reflection in my lessons as reflecting on the course I feel I have been very knowledgeable and understanding/critical thinking heavy in the past.
I will be better informed as an RE Subject Lead and will now be able to implement this knowledge in our school plans.
Hopefully my teaching and planning of RE will be kept fresh and the thorough and cohesive planning will allow other members of staff to gain confidence and enjoyment from the teaching of RE I hope also to strengthen my links with our Secondary schools regarding the Bridging Unit
Introduction of more enquiry-based learning. Hope to feel more confident in assessing RE after CPD session.
Definitely more questions! Starting every lesson with a question.
Ensure that all staff are confident in delivering high quality RE following the new syllabus.
More hands on, use more questions, give children more control in driving learning.
More enquiry-based learning. More focus on artefacts as a stimulus.
More skills-based work, definitely. Less didactic approach.
The way I approach a unit ensuring it is engaging and fun for all children.
A deeper understanding will have an impact on my own practice and my ability to support the practice of others.
Having the resources to easily refer to and now seeing much more clearly the progression in learning.
Trying to prioritise further rather than trying to complete everything on the list
We will look at how to adapt our teaching of RE across school -
I am new to the role, so I am not sure yet.
Ensuring all areas are covered.
More time allocated to the teaching of RE and more emphasis on its importance. Children have more knowledge.
To ensure that equal weighting is given to knowledge and reflection.
Further develop core RE
I am more able to support colleagues with planning and resources.
planning and subject content
I will be able to give more feedback once I have seen the full syllabus
I will implement the cycle of enquiry.
I feel more efficient to support others with RE.
Use of a wider range of stimulus. Links will be clearer 'sticky knowledge' throughout school
More questions to start sessions rather than objectives.
I will be more confident in leading R.E now and use more enquiry-based learning and PoC
Further opportunities for personal reflection and use of P4C.
developing units into the MTP and individual lesson questions - being more focused and ensuring pupils have time for personal reflection and to fully embed knowledge and understanding - not

becoming overly focused on the critical thinking/ using a special object etc. questioning developing part.
Sharing thoughts and practices with all class teachers using the support materials thank you for that.
I will include more enquiry-based learning into units.
I will be adapting planning to ensure that there are more opportunities for child lead learning and enquiry.
To be more reflective and a better understanding of how to assess during the planning stage
More awareness of the structure of the AS
Recoding evidence & assessment in RE through a wide range of curricular activities.
Unable to comment at the moment
To amend my intent, learning journey and course outline to coincide with the changes in the syllabuses non specialists have been leading it in the past.
I don't teach RE in KS1 and 2 but the materials are a great support for me as lead in developing my role in monitoring RE across the school.
I will try to include more P4C in my lessons. We currently include some but not as much as I would like.
More emphasis across school and sharing of RE practice.
More emphasis on critical thinking
Higher profile of RE within school and new agreed syllabus and unit plans will aid staff get started
I will feel a little more confident in providing colleagues with information about the syllabus and become more involved in planning for RE across the school.
I will make sure I am implementing a richer curriculum
The way in which I plan and set out my lessons, the questioning I use and the stimulus.
I will provide clearer information during staff meetings due to the use of power points etc.
Ensuring that the whole RE coverage is happening across school and that RE is being taught more comprehensively
I need to ensure that all three elements are being taught in the RE Units of work. I also need to support less confident staff in developing their subject knowledge.
Occasionally I am faced with a certain amount of scepticism from my pupils at both KS3 and 4 with regard to R.E. I have overcome these problems by implementing the three elements of R.E. which I will continue to develop, in particular personal reflection. When my pupils realise that all curricular subjects can be and indeed are included within my lessons they allow themselves to relax, participate and enjoy their R.E. lessons.
More detail to what is expected to be taught in each phase of R.E making book scrutinies etc. Easier
More preparation for lessons and knowing more resources available.
support staff to develop own planning rather than me do it for them.
n/a
I want to raise the profile of RE in school.
Not relevant.
Encouraging staff to approach RE in a different way
I need to spend more time with staff to ensure that they have a clearer understanding of how critical thinking can be developed.
I will be able to change the MTP/LTP to follow the new syllabus and take into account what I want to see being taught etc.
Nothing so much as my departmental curriculum covers most areas required at KS3 for world religions in Britain today but with more emphasis on a thematic approach.

**How confident were you using Microsoft Teams BEFORE the launch?**

Scale: 1: not very confidence – 5: very confident

- 1: 50%
- 2: 18%
- 3: 19%
- 4: 9%
- 5: 5%

**How confident are you using Microsoft Teams FOLLOWING the launch?**

Scale: 1: not very confidence – 5: very confident

- 1: 0% (decrease by 50%)
- 2: 2%
- 3: 21%
- 4: 53% (confidence increased by 44%)
- 5: 24% (confidence increased by 19%)

**How confident were you accessing online training BEFORE the launch?**

Scale: 1: not very confidence – 5: very confident

- 1: 32%
- 2: 27%
- 3: 18%
- 4: 17%
- 5: 6%

**How confident are you accessing online training FOLLOWING the launch?**

Scale: 1: not very confidence – 5: very confident

- 1: 0% (decrease by 32%)
- 2: 1%
- 3: 15%
- 4: 52% (confidence increased by 35%)
- 5: 32% (confidence increased by 26%)

**Have you any feedback or comments regarding the blended learning programme?**

Thanks for all the hard work of yourself and your team. It was lovely to be able to access resources at a different time to fit in with other commitments.

A great job Catherine! Comprehensive, inspiring and enjoyable! Thank you!

A thorough and clear guide to the new Agreed Syllabus, many thanks!

A very worthwhile and effective training programme with lots of useful information and time to reflect. Thank you

An invaluable resource not only for me as subject lead but for the whole staff. Thanks to all involved and a big THANK YOU to you Catherine!

Excellent launch. Loved the online training, it really worked for me as I could work around other commitments and access the course at any time. Thank you.

Given the current circumstances, the training has been put together really well. Personally, I'm not very good at the self-discipline required for online/self-directed learning so I prefer the face to face days but I'm pleased that the training still went ahead and it has been the best that could have been provided at this time. It has been a very positive experience and has obviously taken a long time to put together so thank you very much for all the hard work that has gone into it from everyone who has been involved.

Good resource, thank you.

Great programme, and very easy to follow. Thank you

Great sessions, good consideration of areas covered.
I have enjoyed the learning online side of things as I have had a greater opportunity to ask specific questions. I would have liked it in less sessions just for timing.
I enjoyed it. I could listen at my own pace, stop the MP4 and re read the material / make notes and stop and go back to listen to something again.
I enjoyed the programme and the style of learning. I think you have all done a great job under difficult circumstances. Thank you. I look forward to catching up in the network meeting soon.
I have been a huge fan of the recorded sessions. Having 2 young children at home whilst trying to work from home, home schooling and husband who was working full time and also became ill during this time with coronavirus was very difficult. It was brilliant to access the launch in my own time and at my own pace and contribute into the discussion as and when required. I also received swift and clear responses for any of my questions via email/ on the conversation page. Thank you for your continuing support.
I have enjoyed the sessions. They were clear to follow and easy to access. The sessions allowed me to have a good think about our school planning and how we need to move forward. Having the resources available for the future is a great support for myself and others. I appreciate the support I've been given and look forward to further support regarding Islam. Thank you.
I have really enjoyed learning this way! I feel in face to face meetings it easy to miss information and I love being able to go back to repeat sections when I need to. I think it would be great if we could combine both online and face to face training in the future. Maybe an online information session prior to a face to face discussion related to it. I'm not sure about everyone else but as an EYFS teacher I generally arrive to afternoon training sessions a little bit frazzled ha.
I have really enjoyed the sessions and feel that I have learnt a lot over the five weeks. The only thing I feel is missed as a result of these sessions is that face to face contact with colleagues to share ideas etc. Thank you for all of the work put in to ensure we could still have the syllabus launch.
I like the fact that I can access it at my convenience, check documents in the middle of the video and share it with my colleagues back at school. Being able to share the resources and both work through them is (in my opinion) the way forwards and more effective than one of us attending in person then trying to explain everything through our own filter. Being able to submit questions and comments via teams is also useful. Having it pre-recorded rather than live has pros and cons - benefits being that everyone can access it as they wish, re-watch, share, etc - and don't have the anxiety of being seen on screen. Limitations being that in a live session, people can raise a hand to ask a question in real time, which may be useful to everyone watching. It will be interesting moving forwards to see how we all progress with this. Thanks for being brave enough to do this - it's pretty innovative (but then Durham RE has always been ahead of the game in many ways).
I think that given the times we are living in, and the current situation, Catherine has really stepped up and done her best to plan an excellent launch, done in a way which is unfamiliar to us all. I think she has been very brave to try new ideas, and I genuinely think she has been successful.
It has been really good and I have thoroughly enjoyed it. Very detailed and well-planned training. Thanks
It would have been extremely useful to see which parts of the programme of study for each religion linked to which unit titles. I feel that I have done a lot of 'guesswork' to match these up. I would also have liked the syllabus to include a vocabulary section for each of the units to further focus the learning for the children *
I've already said it, but thanks a lot for this. I do enjoy getting to have a day out of school and mingle and share ideas and resources etc... but being able to sit and take my time to digest this has helped a lot. Sometimes it can be quite daunting in that big Neville Hall and we've all usually got something to rush back to like a meeting or loads of marking etc ! I've been RE co ordinator at my

school forever, but I've never really done a lot other than look at books and give suggestions for a long time. and my confidence has dropped. so, it will be a new lease of life :)

I've enjoyed accessing the training, this way. I think it has seemed like it has taken a long, extended period of time to access the actual syllabus itself, but I fully appreciate the thought process behind this.

Just a big thank you for the support throughout.

Just like to thank her for putting this all together and adapting sessions to answer questions and make them relevant for all of us. Thank you.

no

Really comprehensive training. Easy to access during this tricky time.

Thank you, Catherine, for taking your time to go through all aspects new and old of the new syllabus. It is easy to read but sometimes very hard to understand what you are reading about. With your help I now feel that my understanding of RE syllabus has improved greatly. The programme you delivered gave just the right amount of information to digest or implement. Really enjoyed working on TEAMS this is my first time!!

Thank you for all the hard work you and your team put into the launch. It was great that this was able to be launched ready for September 2020 despite the national circumstances. Thank you also for your patience and flexibility for the next network meeting and when I had problems accessing elements of the launch.

Thank you for all your hard work and input and the positive way the programme was delivered.

Thank you for all your hard work putting this together. I really appreciate it!

Thank you for all your hard work. I am pleased that it has been launched now so we are ready to run properly with it in September.

Thank you for all your help and guidance!

Thank you for allowing us to complete this training around our own families and other commitments. It's meant that I've still been able to access everything I've needed but at a time to suit my family and planning for school. The sessions were easy access and covered everything I'd hoped they would and has given me ideas to take back to school with me.

Thank you for leaving the resources online for me to be able to access at any time.

Thank you for putting together these online sessions. I am going to miss the weekly learning content. I have found this way of learning very accessible as you can fit it around other commitments and revisit sections.

Thank you for such a comprehensive programme

Thank you for the effort that you put into all the sessions. It has been really useful and has allowed us the opportunity to roll out the new syllabus in school in September. I look forward to our future training with you.

Thanks again.

Thank you for your input on the blended learning

Thank you for your input. I look forward to receiving the Hard copy of the new syllabus and to meeting you in the near future.

Thank you for your time Catherine, we have been waiting for the new syllabus for a while now and when schools closed it was really useful to have the launch go ahead to work on. Please thank your colleagues for getting it to us in a way we can access the training around the demands and needs of school.

Thank you so much - a very efficiently run training programme.

Thank you so much for all of your hard work and support

Thank you very much

Thank you very much and I'm looking forward to our meeting on Friday morning.
Thank you very much for all of the training and support materials. It has been really important that this is available to access around work and childcare commitments. The training has also allowed time to develop my subject leader knowledge and plan how I need to develop this further in the future.
Thank you very much for the efforts you have gone to in presenting this launch in such a different format. I appreciate the work that has gone into producing it and think it will be valuable to have the resources to refer back to in the future. What I missed most was being able to discuss questions that came up as we went along both with colleagues and with the session leaders. I'm looking forward to the RE network meeting and future training sessions on the areas suggested, thank you!
Thank you very much for your time and effort. Much appreciated.
Thank you!
THANK YOU!!!!
Thank you, i have thoroughly enjoyed the training material and i feel i have gained a great deal from it.
Thank you. This was a very useful blended learning package that has given me lots to think about.
Thank you. I have enjoyed the training very much.
Thanks for all your help and support
Thank you very informative, supportive and really changed my view of being RE lead.
The blended learning was excellent. The support materials were a great resource. It was good to be able to stop and start the sessions and have them available for reference in the future to help staff.
This was an excellent programme that I enjoyed taking part in. I am now looking forward to adapting and improving areas of my curriculum. Thank you!
Very well constructed and resourced session. Easy to follow. I found it hard getting all documentation ready as I don't have a printer and my eyesight isn't great when looking at a screen and there were a lot of resources. But the resources were good.
Would still like more help with getting the questions together for teaching the new units if possible. *