**Rationale for adopting the Wiltshire Agreed Syllabus at Beechcroft St Paul’s**

After careful consideration I would like to put forward the proposal that as a school Beechcroft St Paul’s adopts the Wiltshire Agreed Syllabus for Religious Education moving forward commencing in the academic year 2020/2021. As a school we are currently reviewing all areas of our curriculum and ensuring we provide opportunities to engage the children and build upon prior knowledge through questioning, retrieval, practice and fluency and it is of my opinion that our current set up and following the Dorset Agreed Syllabus does not allow us to set up a Religious Education curriculum that achieves this.

**Reasons for the proposed change**

* **Dorset Syllabus - other world religion coverage**

When adopting the Dorset syllabus, you must teach within key stage one ‘*the key features of Islam and at least one other religion or non-religious worldview’.* This means that at present we teach both Judaism and Islam within key stage one and touch the surface level of both of these religions without allowing the children to dig deeper into the core concepts and no time is given to rehearse and connect knowledge.

Within key stage two the Dorset agreed syllabus states ‘the key features of Islam and at least one other religion or non-religious world view’. Currently as a school we cover Hinduism, Judaism and Islam but again as in key stage one with no depth. Across the school we teach the children about the celebrations of faith through festivals etc without teaching them the basics of what each different people believe and how they follow the teachings first.

From recent monitoring and after an in depth review of our curriculum coverage it is clear that following the Dorset Agreed syllabus in the way we currently do is allowing us to meet the needs of our curriculum through the teaching of Christianity, as this is clearly thought out and structured in the scheme of work ‘Understanding Christianity’. However, at present as a school I feel we fall short when teaching ‘other faiths’.

* **Wiltshire Agreed Syllabus and its positive points to consider**

As stated at in the opening introduction to the Wiltshire agreed syllabus it is their hope that the ‘syllabus will provide teachers with the tools they need to deliver the RE which best serves their particular school. Uppermost in our considerations has been the balance between offering exemplar schemes of work… and giving clear guidance on planning to support the development of teachers confidence and expertise’

Within the Wiltshire Syllabus there are clear, progressive concepts for all religions that allow for the children to revisit faiths and carry out comparative studies to make connections. There is a clear balance between learning about religion as well as learning from it and resources are provided to support the development of a Religious Education curriculum that fits our own school context. The syllabus encourages enquiry-based learning and gives flexibility for the development of our own key questions that will fit to the concepts and questions that each year group is studying. The principal aim is to ‘engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development’.

Across key stage one the requirement in the Wiltshire syllabus is:

1. Christianity plus aspects of **at least one** other principal religion, selecting from Islam or Judaism.
2. Christianity plus aspects of **at least two** other principal religions: selecting **at least one** from Islam and Judaism (including whichever has not been selected at KS1) and **at least one** from Hinduism and Sikhism.
* **Proposal for the coverage of other religions moving forward adapting the Wiltshire Agreed Syllabus.**

Moving forward I therefore propose that as a school we adopt the Wiltshire Syllabus and set out our curriculum for Religious Education in the following way.

* Christianity as the main religion being taught across the school from EYFS to year 6 using the Understanding Christianity resource.

**Key stage one**

* Judaism being the second principal religion in KS1. This will be taught in year one and year two with a development of looking at the beliefs, sacred texts, practices and ways of life, expressing their beliefs and how people live out their lives in accordance with the teachings. They will also have opportunities to revisit and dig deeper into certain aspects of the religion, carry out comparisons with what they know about Christianity and think about how they can learn from the religion and links to their own lives.

**Key stage two**

* Islam being the second principal religion in KS2 and taught across all year groups from year 3 to year 6. Revisiting this religion each year will allow a development of looking at the beliefs, sacred texts, practices and ways of life, expressing their beliefs and how people live out their lives in accordance with the teachings. They will also have opportunities to revisit and dig deeper into certain aspects of the religion, carry out comparisons with what they know about Christianity and Judaism as well as the other religions they study.
* Hinduism will be the third principal religion in key stage two. This will allow for comparative enquiries to take place and broaden the children’s understanding of another major world religion.

As a school we will come away from using the commercial scheme of work ‘Discovery’ and as the Religious Education coordinator I will work in conjunction with other Weymouth Bay Hub schools to explore other schemes of work which we will flexibly be able to adapt to meet our curriculum intent for RE at Beehcroft,

**Summary**

Within the Dorset syllabus it is recommended that schools consult within their clusters / pyramids or MATs to ensure continuity and coverage across the Key Stages and amongst schools. As our MAT covers both Wiltshire and Dorset both syllabi are being used and it has been left to individual schools to decide what is best for them. It is therefore, of my opinion that we are within our rights as a school to change the syllabus we follow if we feel this is appropriate. I have been in discussion with both St Andrews and St Johns and they too are revaluating their Religious Education curriculum provision. As a hub I therefore hope that we will work together to develop a new and exciting curriculum for the ‘other faiths’ to enable us to teach all world religions to the same standard as we currently teach Christianity. We will be exploring the use of the Emmanuel Project to achieve this. To enable us to do this it is my belief that following the Wiltshire Syllabus would be the right course of action for Beechcroft St Paul’s.