

Appendix 1: feedback from teachers.

In June 2019, 22 delegates attended the primary RE conference. They were shown the two syllabus models and had a chance to ask about the similarities and differences.

19 delegates completed an evaluation form and their feedback on the syllabus options.

Comments on Herefordshire agreed syllabus review: what's your preference?

Retain current syllabus:

- I like the current syllabus... would welcome an update and revised resources. As a school that has chosen not to implement UC (mainly due to cost) it would be good to have discounted training. But I am a believer in 'it ain't broke...' so would need convincing of the need to adopt a totally new syllabus. (HW, Colwall CE)
- Prefer to keep Herefordshire syllabus. Teachers should not incur cost for units as suggested in Glos. (RA, Ashfield Park)

Adopt new syllabus model:

- To use Glos syllabus would be great. I feel that the LA need to pay for this. Would there be any training? (HW, Kingsland CE)
- I would *really* favour an AS based on similar lines as Glos – systematic learning moving into thematic, incorporating UC and led by key questions related to core concept - i.e. the 'new' AS. The LA should pay for all 18 units to be part of this AS. We would all appreciate training on this. (BK, Eardisley)
- I would prefer Glos syllabus. I like the idea of the systematic progression and thematic unit at the end. (TK, Canon Pyon CE)
- Much prefer Glos syllabus as seems to be clearer for children – knowledge before comparisons - also clearer spiral curriculum. Like the key concepts and vocabulary. Looks easy for staff to follow. A change might breathe new life into RE teaching in our school (will make teachers evaluate what they are doing). Seems to link well with our new curriculum design (based on Harmony curriculum) in our school which is based on big questions. LA should pay for units of work. (LP, Kington)
- I like the look of the Glos syllabus, I like the development and progression throughout the school. I like that it considers the demographic of my pupils. It seems to fit with the new Ofsted framework. The only negative I see is the lack of all the units as we currently don't have UC. (HY, Ashperton)
- I prefer the look and development of the new curriculum. The research behind it makes sense and it develops children's knowledge. The outcomes for each unit seem clearer and assessment would be easier. I feel the LA should be providing schools with the syllabus and ensuring all schools have the access to the curriculum provided by them. (MT, Wigmore)
- Newer – we use UC alongside the current syllabus. This would make planning easier and would also be easier to explain to Ofsted when and why we have chosen to teach the units. (MD & IW, St James' CE)
- Second option – would fit better for our school to fit in with UC (TM & DM, St Mary's CE)
- Option B! Glos syllabus. (TW, Marlbrook)
- Glos looks used-friendly. Love the idea of giving children more views and longer on specific religions. (AP, Leominster)
- Currently using Glos syllabus (adopted by Bishop Anthony Education Trust) along with UC. We need to continue with this so that it's fully embedded and we can see the impact of the spiral curriculum. (KH & WB, Tenbury)

Mixed:

- I'm happy to keep the Herefordshire syllabus but also happy with the systematic/thematic approach of Glos syllabus. HOWEVER – we should be provided with FREE OF CHARGE the 18 units to assist with planning as part of the Glos syllabus. Whole thing not just scheme. Teachers need the planning – we are all busy and need this alongside everyone/everything else. (HB, Mordiford)
- I like the idea of spiralling curriculum as I feel children will gain a deeper understanding and allows opportunities to 'plug gaps' should any arise in RE delivery across year groups. I like the idea of learning about faiths before making comparisons. I am happy with what we currently use and have found it effective in school. (EW, Ledbury)
- If you wish to change to syllabus we would like the LEA to pay for all the units for the schemes of work. Staff need the confidence these give to deliver the lessons if unfamiliar with all religions covered. (CA, Clifford)

On 21 October 2019, 22 teachers gave feedback at a primary NATRE local group meeting at Marlbrook Primary School.

They were shown the same presentation as shown to teachers at the summer conference.

Feedback form stated:

I would prefer to:

... stick with the current syllabus plus supplement	0	0
... move to the new model	22	100%

Please write your comments in support of your choice above. Detail will be helpful for SACRE's decision!

Organising Hereford's scheme and Understanding Christianity was a bit of a nightmare! Like the Understanding Christianity and want to continue using it. New scheme with relationship with UC seems great. Easy to read and pick up and teach. Could we use a word doc? HF Lea CE
I think that the background information for non-specialist teachers at start of unit are invaluable I believe that the current syllabus mixes up the religions too much for KS2 and this confuses children and staff. My only concern is the cost to our small village schools in terms of new training i.e. Understanding Christianity and costs of purchasing the 18 units (we have the previous 31 units). Will we have to purchase them all or will some be a rehash of the previously sold units of work? Can SACRE members have reduced rates please? CA Clifford
A clear teaching and learning model Implementation of individual religions before comparing great I like the principal aim. MF Blackmarston
Like systematic approach to studying religions before thematic units. Seems more user-friendly than current syllabus. Reflects non-religious worldviews Links with our new enquiry-based curriculum model (Harmony curriculum). LP Kingston
I like that its focus on religion at a time and then compares through thematic approach at the end. Long term plan would be useful, more focused/clear. LC Madley
I think the link with UC will be a great thing. I also think as HT I would need to purchase the 18 support units especially with the new Ofsted framework focus on progression so a possible discount at launch would be great! BC St James' CE
As we follow Understanding Christianity new model would suit better. Extra units needed to supplement UC units. GS Clehonger CE
Links more clearly to the Understanding Christianity resource (which is great in places but sometimes difficult to link). Like the discrete units of different religions and the comparison of the end of the year. Like keeping the key questions for unit names. Keeps enough other religions in comparison to UC syllabus. BT
The current syllabus requires children to come to answer big questions sometimes without the knowledge or understanding of religions to be able to do so. The thematic approach sometimes confuses children. Building on prior knowledge and spiral curriculum will help to develop children's deeper understanding. Like the systematic approach to learning much better. JB Peterchurch
Less confusion between the different religions for pupils. Knowledge to base discussion around, hard to compare if you don't understand. 15 years for one curriculum is a long time. Different demographic of children, changed overtime. Builds on previous knowledge, gives opportunity for 'sticky knowledge'. SD Trinity CE
As we are not a church school many of the staff are not confident when teaching RE. To have a syllabus which supports the staff to teach a subject which they find difficult would be really helpful. I think that a theme thematic approach would also be really helpful. PB Hampton Dene
We have implemented Understanding Christianity into our RE curriculum and as a school love the resources,

therefore we would welcome the new curriculum. The making sense / connections / impact approach has been working well and the systematic rather than thematic approach has been beneficial to our children. BD Holmer CE
Seems more user friendly, prefer focus on religion before comparing. More focus on knowledge to fit in with Ofsted. AP Leominster
Systematic study/spiral approach appeals. Children will build up learning. RA Ashfield Park
Less confusing between religions, clear throughout layout. HB Willington
I like the idea of focusing on a religion then comparing as I feel it will make more sense to the children I also like the idea of the scheme building throughout the year groups. It seems more relevant. CV Marlbrook
I really like the new model due to the fact that it focuses on one faith at a time and I feel that it will make more sense to children and teachers I like the fact that children revisit areas throughout their educational journey allowing them to deepen understanding It has a lot to offer including long term plans Although there may be extra work to change I strongly believe it would be worth it HD St Martin's
The spaced learning and spiral focus allow for a clearer whole school delivery. I like the clarity in the end of phase outcomes LW St Peters
Pros: I really like the model B and the spiral approach I also prefer the knowledge-based focus before the children compare the religions systematic study Cons: cost of purchasing the units and the Christianity units HY Ashperton
It would help to join together the Herefordshire and Understanding Christianity schemes. The staff at our school have been enthusiastic implementing Understanding Christianity but I feel that it would do condense some of the amount of coverage. HW Kingsland CE
Fits with UC well. Better systematic coverage of other religions avoiding confusion. Better progression in theological thinking. MH Diocese of Hereford