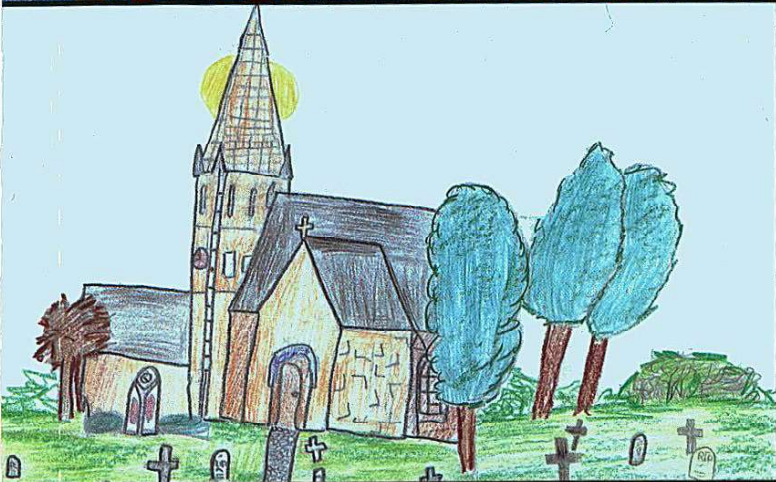
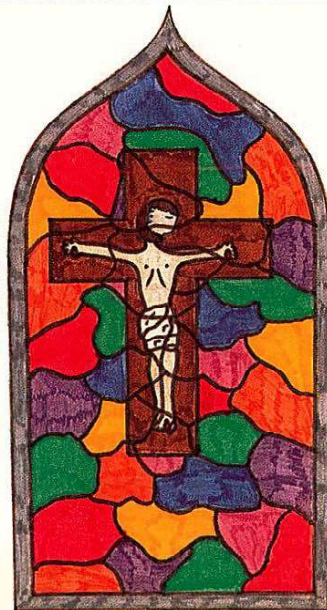


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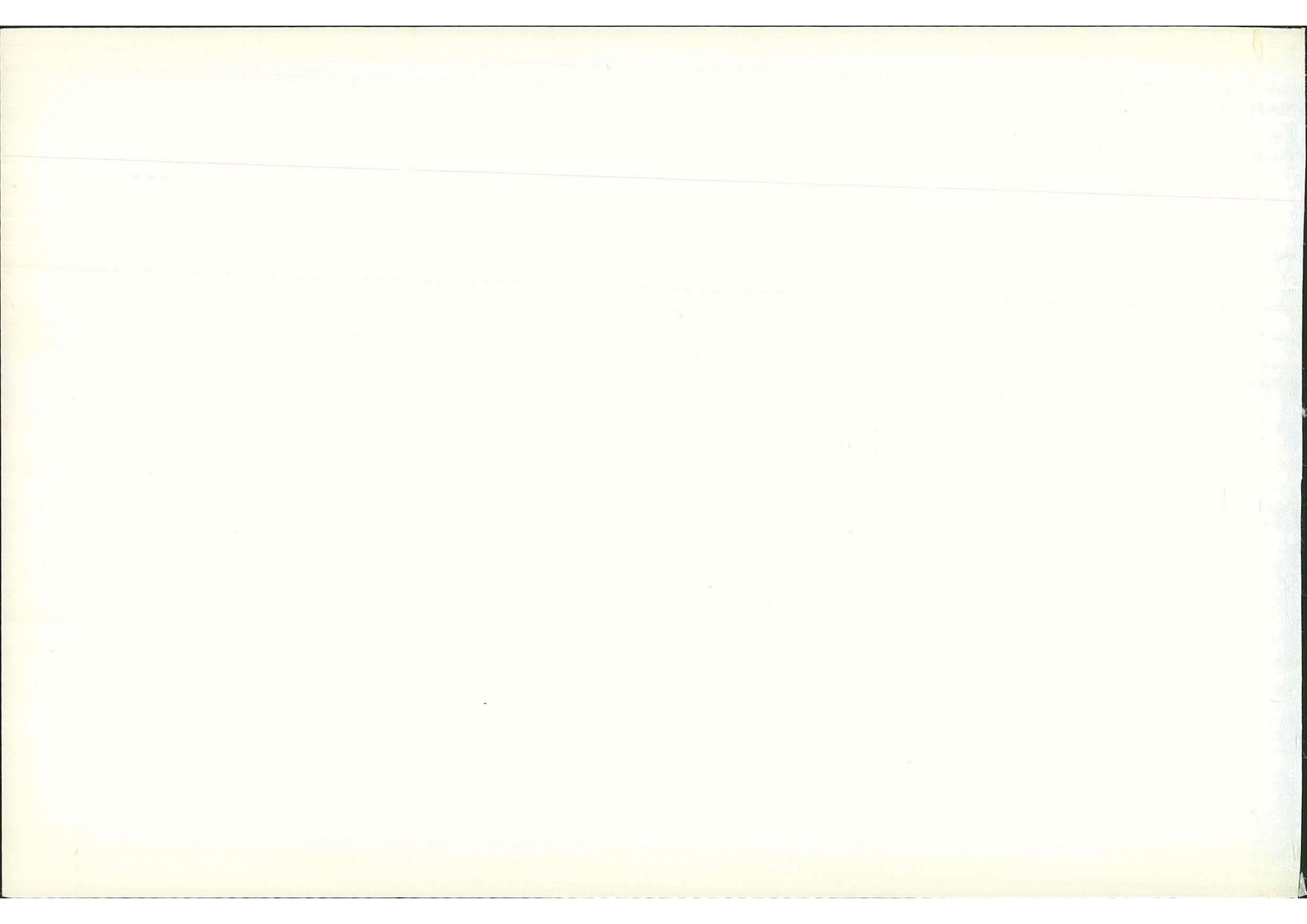


Primary Religious Education PLANNING & ASSESSMENT



The Synagogue.
When we went to the Synagogue, the Rabbi told us this story: There was a boy called Abraham. He lived in Ur (in Iraq.) His father made idols and then sold them. Abraham didn't like this. When he was older his father asked him to mind the shop. As soon as his father had gone, Abraham found an axe and smashed all the idols, except the largest idol which was made of metal. He placed the axe in its hands. When his father returned he said "What has happened? Have vandals come and wrecked my shop?" "No" replied Abraham "The largest idol smashed all the other idols, when they came to life because they were arguing about who was best!" "This can't be true, they're only made of stone, wood and metal. This was when his father realised that there was only one god. This was when Judaism began.





Primary Religious Education
Planning and Assessment

A handbook to the handbooks

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Agreed Syllabus for Religious Education
Handbook for Religious Education in Key Stage 1
Handbook for Religious Education in Key Stage 2
Thoughts for the Day: Tutor Group Collective Worship in the Secondary School

Foreword

It is almost commonplace for Ofsted inspectors to comment in their main findings upon the need for better monitoring and assessment in schools and for greater emphasis to be placed on the quality of RE teaching and learning within the curriculum.

This book has endeavoured to answer these concerns in the primary sphere where the need is greater. The syllabus and the handbooks for religious education at Key Stages 1 and 2 which are based upon it have provided the content and its substance; this volume seeks to support those endeavours in the vital areas of planning and assessment.

In commending it to all who have used or may use the existing material, may I pay tribute, on behalf of the Solihull SACRE to our RE Inspector, Julie Grove and those teachers - Tracey Price, Lynn Hampton, Liz O'Ryan and Louise Spencer - who have so willingly and ably combined their talents with hers to produce this book. The midnight oil has not been burned in vain and I trust that the late-night fuel bills of some primary RE teachers may be lessened as a result.



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Introduction

This book is about planning and assessment in primary religious education. It is designed to be used in conjunction with the two existing publications: *Handbook for Religious Education in Key Stage 1* and *Handbook for Religious Education in Key Stage 2*. The purpose of this book is to enable schools to make the best possible use of the source material to ensure continuity and progression in structuring learning opportunities offered to pupils. Secure planning is the fundamental pre-requisite for successful and productive lessons; this publication offers suggestions as to the principles on which that planning might purposefully be based, as well as models for long, medium and short-term plans.

Although assessment of pupils' progress in Religious Education is an important responsibility it has to be recognised that, for many primary teachers, it has not been a high priority. The reasons are understandable! This book seeks to justify the importance of worthwhile assessment and to offer both a strategy for approaching it and a repertoire of concrete examples which can be used either in their printed form or modified to suit the teacher's purpose more closely.

The principles which underpin the two handbooks also inform this piece of work. It has been developed by teachers who are involved in delivering Religious Education to primary pupils. It is inspired by a real desire to help colleagues deliver worthwhile RE which affirms and challenges pupils and contributes to their spiritual, moral, social and cultural development.

The strategies and exemplars outlined here have been developed since the handbooks were written and have evolved from classroom practice. As in the case of the resource material itself, all that is offered in this book has been tried and tested in a variety of classrooms.

The book is designed principally to support co-ordinators who usually have the responsibility for long-term and medium term planning although it will also be useful for classroom teachers. It offers a step-by-step guide to the curriculum development process necessary for effective use of the handbook material. The draft of this document has been referred to as a 'Survival Guide' for RE co-ordinators.

