A Reconceptualist Approach to the Religion Curriculum at Siena Catholic Primary School

There are three key considerations for teachers using this approach: the *Avoidance of Presumptive Language, Teaching 'about' the Tradition and Powerful Pedagogies*.

In the teaching of Religious Education all efforts are made at Siena Catholic Primary School to avoid the use of **presumptive language** and assumptions about students' faith development based upon their particular religious affiliation. Teachers use language that is invitational and educational to engage students in the Religion classroom. By using non-presumptive language, teachers provide students

When we **teach about the tradition** we focus on "exploring the meaning of one's own religious life in relation to both those who share that life and those who do not" (Scott, 1984, p.334). To do this teachers focus on developing a critical appreciation of one's own religious tradition and an empathetic understanding of the religious beliefs and practices of others.

In teaching about the Catholic Christian tradition, teachers give witness to the value they place on their personal religious beliefs as much by the authenticity of the teaching processes

Learning is more than listening. Teaching is more than telling.

At Siena **powerful pedagogies** are used to engage students with the richest resources of the tradition. In the teaching of Religious Education the BCE Model of Pedagogy (2012) – five practices of FOCUS, ESTABLISH, ACTIVATE, RESPOND and EVALUATE are consistently embedded ensuring there is a common language for planning and reflecting on learning and teaching in the religion classroom.