

Thurrock - An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future

## Standing Advisory Council for Religious Education

The meeting will be held at **6.00 pm** on **3 June 2020**

Due to government guidance on social-distancing and COVID-19 virus the Standing Advisory Council for Religious Education on 3 June 2020 Committee will be held virtually online. The press and public will be able to watch the meeting live online at the following link <https://www.youtube.com/user/thurrockcouncil>.

### Membership:

#### Committee A:

Mrs S Lawson, Free Church Christian Member  
Mr P Anderson, Free Church Christian Member  
Mrs R Saul, Diocese of Brentwood, Roman Catholic Member  
Mr J Hussein, Muslim Member  
Ms H Kaur Takhtar, Sikh Member  
Mr T Ojetola, Pentecostal Member  
Mr A Kariyawasam, Buddhist Member  
Ms S Perlmutter, Jewish Member  
Vacancy, Hindu Member

#### Committee B:

Rev.J Guest, Church of England Member  
Mrs L Fry, Church of England Member  
Vacancy, Church of England Member  
Vacancy, Church of England Member

#### Committee C:

Ms H Martins, Teachers' Associations  
Ms A Harris, Teachers' Associations  
Ms J Culloty, Teachers' Associations  
Ms A Jellicoe, Teachers' Associations  
Ms D Webster, Teachers' Associations  
Vacancy, Teachers' Associations

#### Committee D:

Councillor G Collins  
Councillor M Kerin  
Vacancy, Local Authority

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### Agenda

Open to Public and Press

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| <b>1</b> | <b>Apologies for Absence</b>  |                |
| <b>2</b> | <b>Minutes</b>  | <b>5 - 8</b>   |
|          | To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 4 March 2020.   |                |
| <b>3</b> | <b>Items of Urgent Business</b>   |                |
|          | To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.   |                |
| <b>4</b> | <b>Declarations of Interest</b>   |                |
| <b>5</b> | <b>Appointment of Chair and Vice-Chairs</b>   |                |
| <b>6</b> | <b>Collective Worship</b>   | <b>9 - 32</b>  |
| <b>7</b> | <b>Supplementary Guidance on Progression within the Agreed Syllabus</b>   | <b>33 - 36</b> |
|          | Exclusion of the Public and Press   |                |
|          | Members are asked to consider whether the press and public should be excluded from the meeting during consideration of an agenda item on the grounds that it involves the likely disclosure of exempt information as specified in Part I of Schedule 12A of the Local Government Act 1972 or it being confidential for the purposes of Section 100A(2) of that Act. |                |
|          | In each case, Members are asked to decide whether, in all the circumstances, the public interest in maintaining the exemption (and discussing the matter in private) outweighs the public interest in disclosing the information.   |                |
| <b>8</b> | <b>Appendix 1 - Supplementary Guidance on Progression within the Agreed Syllabus</b>  | <b>37 - 52</b> |

**Queries regarding this Agenda or notification of apologies:**

Please contact Kenna Victoria Healey, Senior Democratic Services Officer by sending an email to [Direct.Democracy@thurrock.gov.uk](mailto:Direct.Democracy@thurrock.gov.uk)

Agenda published on: **26 May 2020**

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# DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

## Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

## When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



**Does the business to be transacted at the meeting**

- **relate to; or**
- **likely to affect**

**any of your registered interests and in particular any of your Disclosable Pecuniary Interests?**

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

**What is a Non-Pecuniary interest?** – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

## **Pecuniary**

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

**Unless you have received dispensation upon previous application from the Monitoring Officer, you must:**

- **Not participate or participate further in any discussion of the matter at a meeting;**
- **Not participate in any vote or further vote taken at the meeting; and**
- **leave the room while the item is being considered/voted upon**

**If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps**

## **Non- pecuniary**

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



**You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.**

## Our Vision and Priorities for Thurrock

An ambitious and collaborative community which is proud of its heritage and excited by its diverse opportunities and future.

1. **People** – a borough where people of all ages are proud to work and play, live and stay
  - High quality, consistent and accessible public services which are right first time
  - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
  - Communities are empowered to make choices and be safer and stronger together
  
2. **Place** – a heritage-rich borough which is ambitious for its future
  - Roads, houses and public spaces that connect people and places
  - Clean environments that everyone has reason to take pride in
  - Fewer public buildings with better services
  
3. **Prosperity** – a borough which enables everyone to achieve their aspirations
  - Attractive opportunities for businesses and investors to enhance the local economy
  - Vocational and academic education, skills and job opportunities for all
  - Commercial, entrepreneurial and connected public services



## Minutes of the Meeting of the Standing Advisory Council for Religious Education held on 4 March 2020 at 6.00 pm

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### **Present:**

Committee A: Mr A Anderson, Mrs H Kaur and Mrs R Saul

Committee B: Rev.J Guest and Mrs L Fry

Committee D: Councillor G Collins

**Apologies:** Mrs S Lawson , Ms J Culloty, Mr T Ojetola, Mr Kariyawasam, Mrs Jellicoe, Ms Webster and Councillor Martin Kerin

**In attendance:** Deborah Weston, Associate Advisor for Religious Education  
Andrea Winstone, Strategic Lead for School Effectiveness and SEND  
Kenna-Victoria Healey, Senior Democratic Services Officer

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### **15. Minutes**

The meeting was declared inquorate and it was agreed that the meeting would continue informally and recommendations would be put to SACRE Members at the next quorate meeting of SACRE, along with the minutes from the 9 January 2019, 4 June 2019 and 6 November 2019.

### **16. Items of Urgent Business**

There were no items of Urgent Business.

### **17. Declarations of Interest**

There were no declarations of interest.

### **18. Update on National Developments and Opportunities**

The Associate Adviser for Religious Education presented the report to Members and in doing so outlined the report detailed the key national developments that impacted on Religious Education, and with this suggested actions for SACRE were discussed.

During discussions it was remarked the period since the last SACRE meeting, a number of developments had taken place such as the publication of guidance from the Department for Education (DfE) and a number of grant funded initiatives. These were presented to SACRE for consideration in support of the duties of SACRE and in accordance with the work plan.

SACRE discussed the appendix touching on the subject of Collective Worship within schools and how this was being incorporated with other subjects such as PSHE .

**RESOLVED that SACRE:**

- 1. Review the information collected in Appendix 1**
- 2. Evaluate the relevance of each section for RE in Thurrock**
- 3. Consider the suggested actions**

**19. How Ofsted are reporting on RE**

The Associate Adviser for Religious Education introduced the report explaining in July 2018, SACRE reviewed the documents then being used as the framework for school inspection. Since that time, a revised Ofsted framework and handbook had been published which places far more emphasis on curriculum design.

She continued to advise the report presented a sample of recent Ofsted reports that mentioned RE from around the country and suggested that SACRE considered their implications for Thurrock schools

Members discussed the importance of calling Ofsted out in relation to RE and the in-depth assessments which were now being carried out.

Discussions turned to the news that the new relationship policy would be being introduced to schools in September 2020 and schools would be working with parents before introducing to children at schools.

It was commented that parents may not be able to withdraw children from relationship education, however it was a time for open conversations to be had and the framework for schools was clear.

**RESOLVED that SACRE:**

- 1. Discuss the references to RE in appendix and consider what advice it might offer to schools about the implications for the place of RE in the curriculum.**
- 2. Share this advice with school leaders through the Headteacher Briefing and Governors through training.**

**20. Annual Report 2018/2019 - Thurrock SACRE**

The Associate Adviser for Religious Education presented the Annual Report to members of SACRE for approval. She continued to advise that she had contacted the schools within the borough for information.

It was noted that the schools wanted to do better and it was part of the role of SACRE to help encourage the agreed syllabus and schemes of work to support teachers.

Members discussed and welcomed the report thanking the Associate Adviser for Religious Education for her hard work throughout the year for SACRE.

**RESOLVED that SACRE:**

- 1 Accepted this report as an accurate record of its work for the period September 2018 – July 2019;**
- 2 Requested that the Assistant Director Education and Skills writes to all schools to remind them of their statutory duties/ contractual obligations to provide religious education to all pupils on the school roll;**
- 3 Requested that the school effectiveness team include a review of schools' provision for RE and Collective Worship as part of their annual conversations. Specifically, that they consider:**
  - The impact on pupil outcomes of the combination of subjects such as RE, RSE, Citizenship and PSHE;**
  - The impact on pupil attainment of pupils being entered for a GCSE at the end of year 10;**
  - Whether or not the amount of time dedicated to RE on school timetables was sufficient for pupils to meet the aims of either the Thurrock Agreed Syllabus or, in the case of academy schools, either the Thurrock Agreed Syllabus or one that is 'equally broad and ambitious'**

**The meeting finished at 7.45pm**

Approved as a true and correct record

**CHAIR**

**DATE**

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<b>3 June 2020</b>	<b>ITEM: 6</b>
<b>Standing Advisory Council on Religious Education</b>	
<b>Collective Worship</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Deborah Weston, Associate Adviser for Religious Education	
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director Learning Inclusion and Skills	
<b>Accountable Director:</b> Shelia Murphy, Corporate Director of Children’s Services	
<b>This report is Public</b>	

## Executive Summary

One of the duties of SACRE is to monitor the provision of Acts of Collective Worship in schools in the local authority. In the past, the information that enabled a SACRE to fulfil this duty might have been provided by a specialist local adviser who worked full time in an area. Cuts in the budgets of local authorities mean that only a small number employ such an adviser. Thurrock SACRE is fortunate that the Council do fund a specialist adviser for a fixed number of days to support their work. Likewise, the Office for Standards in Education (Ofsted) used to report on Acts of Worship but shorter inspections and a change in their focus means that inspectors do not systematically report on Acts of Collective Worship.

Thurrock SACRE reviewed the policies of a number of schools in the summer term meeting 2019 and reported to schools on their findings. This report proposes that SACRE review a second sample of policies on Acts of Collective Worship that appear of school websites to determine if anything has changed in the last year and to identify good practice. As with the 2019 exercise. The aim of the exercise will be monitoring of provision and also for SACRE to become more informed about practice in local schools.

### 1. Recommendation(s) that SACRE:

**Consider a sample of policies from Thurrock schools to determine how Collective Worship is offered in local schools in the light of the legal requirements set out in section 3 below.**

#### A. Harris Academy Ockendon

- B. Grays Convent**
- C. Kenningtons Primary**
- D. Bulham Primary**

**The policies reviewed in 2019 were as follows:**

- 1. Harris Academies – new policy attached (Harris Ockendon 2019)**
- 2. Bonneygate – 2015 policy on the website**
- 3. Horndon on the Hill – due for review November 2020**
- 4. Kenningtons Dec 2016 policy on website**
- 5. St Clere’s Sept 2018 policy on website**

## **2. Introduction and Background**

Acts of collective worship – traditionally called ‘assemblies’ by teachers and pupils alike – have long been a feature of British school life. The 1944 Education Act simply stated that each school day should begin with an act of collective worship on the part of all pupils in attendance at the school. The daily requirement was restated in the 1988 Education Act which also set out a series of new legislative requirements concerning the organisation and character of collective worship.

The government introduced guidance for schools in relation to the law of Religious Education and Collective Worship in the form of Circular 1/94. The Religious Education element of this document was updated by the publication of ‘Religious Education in English Schools’ in 2010 but no update was provided in relation to Acts of Collective Worship leaving schools with guidance that is more than 20 years old.

## **3. Issues, Options and Analysis of Options**

### **3.1 What does the legislation require?**

The legal requirements can be summarised as follows:

- 3.1.1.** All registered pupils in state-funded schools should take part in a daily act of collective worship unless wholly or partly withdrawn by parents. The term ‘registered pupils’ includes students up to and including the age of eighteen years in a school sixth form or at a sixth form college but not pupils in nursery schools or classes. Students over the age of 18 are entitled to withdraw themselves from the Act of worship. Collective worship for special school pupils should be provided so far as practicable.
- 3.1.2** There can be a single whole school act of collective worship or separate acts for pupils in different age of school activity groupings.
- 3.1.3.** Acts of collective worship can take place at any time of the school day and, with certain exceptions, should take place on the school premises.

- 3.1.4 In a community, academy or foundation schools (ie other than at voluntary-aided schools), most acts of collective worship each term should be 'wholly or mainly of a broadly Christian character', that is, 'reflecting' the 'broad traditions of Christian belief' without being denominationally biased. But acts of collective worship should also be appropriate, having regard to pupils' ages, aptitudes and family backgrounds.
- 3.1.5 If a community, academy or foundation school believes that the Christian character clause (4 above) is inappropriate for the whole school or certain pupils within it, application can be made for a determination to have that clause lifted or modified. In the case of Academy schools, that application should be made to the Educational Funding Agency. In the case of community or foundation school, to the local Standing Advisory Council on Religious Education (SACRE) Unless the school requests otherwise, a determination will be reviewed by the local SACRE after five years. A determination does not lift the requirement for daily collective worship. Such worship must still be undenominational but may be distinctive of a particular faith.
- 3.1.6 Teachers – including head teachers – have the right to withdraw from collective worship (though, in voluntary schools, these conditions may vary) and cannot be discriminated against for so doing. Attending 'assemblies', on the other hand, is part of a teacher's contractual duty.
- 3.1.7 In a community or foundation school, it is the responsibility of a head teacher, in consultation with the governors, to see that these arrangements are carried out. In a voluntary-aided school, it is the responsibility of the governors, in consultation with the head teacher.
- 3.1.8 The legislation on Collective Worship requires schools to offer a daily act of collective worship that is 'wholly or mainly of a broadly Christian character'. At first reading, this language may appear to disadvantage children who come from families that do not practice a religious faith or who come from a faith other than Christianity.
- 3.1.9 The legislation does however, permit schools to apply to SACRE for a determination to vary the character of Acts of Worship if they see fit. Alternatively, they may use flexibility present in the language i.e. wholly or mainly may be interpreted to mean 50% or more. Similarly, 'broadly Christian' is different from 'distinctively Christian' and a worship theme such as the importance of forgiveness, that is broadly Christian might also be broadly Jewish, Muslim, Sikh etc.
- 3.1.10 Acts of worship provide an opportunity to celebrate the diversity present in their school community, locally and nationally. The way that policies are developed are therefore a useful indicator of how they engage with these issues.

### 3.1.11 Acts of worship may help schools promote the British Value of tolerance and respect for those with different religions and beliefs.

Members agreed that the most helpful policies included some or all of the following:

- A statement about the legal requirements around collective worship including the parental and teacher right of withdrawal
- The aims of collective worship in the school including links to school ethos and values, spiritual, moral, social and cultural development, fundamental British Values and the taught curriculum
- Objectives or intended outcomes for the programme of collective worship
- Practical arrangements about how Collective Worship is organised in the school:
  - Groupings (e.g. year groups, classes/tutor groups, houses, whole school)
  - Timings, including links to the school timetable, calendar and local and national occasions and festivals
  - Leaders and their roles in collective worship – e.g. visitors, senior and middle leaders, individual and groups of pupils
- A clear statement about the nature of collective worship; what it is and what it is not. How collective worship:
  - may link to but is distinct from 'assembly'
  - is different from corporate worship
  - is implemented in a way that is inclusive of those with religious and non-religious worldviews
- A statement about how the effectiveness of the policy will be reviewed, by whom and when

## 3.2 2019 Review findings

At the summer 2019 meeting members agreed that the most helpful policies included some or all of the following:

- A statement about the legal requirements around collective worship including the parental and teacher right of withdrawal
- The aims of collective worship in the school including links to school ethos and values, spiritual, moral, social and cultural development, fundamental British Values and the taught curriculum
- Objectives or intended outcomes for the programme of collective worship
- Practical arrangements about how Collective Worship is organised in the school:
  - Groupings (e.g. year groups, classes/tutor groups, houses, whole school)
  - Timings, including links to the school timetable, calendar and local and national occasions and festivals



- Leaders and their roles in collective worship – e.g. visitors, senior and middle leaders, individual and groups of pupils
- A clear statement about the nature of collective worship; what it is and what it is not. How collective worship:
  - may link to but is distinct from ‘assembly’
  - is different from corporate worship
  - is implemented in a way that is inclusive of those with religious and non-religious worldviews
- A statement about how the effectiveness of the policy will be reviewed, by whom and when

#### **4. Reasons for Recommendation**

4.1 In the absence of information from school visits to observe collective worship, the review of websites appears to be a strategy that can be used to conduct some monitoring of collective worship. In addition, it will interesting to determine if sharing good practice from the 2019 exercise has had any impact.

#### **5. Consultation (including Overview and Scrutiny, if applicable)**

5.1 Not applicable

#### **6. Impact on corporate policies, priorities, performance and community impact**

- 6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
- Publishes an Annual Report of its work;
  - Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
  - Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third elements of this programme.

#### **7. Implications**

##### **7.1 Financial**

Implications verified by: **David May**  
**Strategic Lead Finance, Corporate Finance**

There are no financial implications to this report since the analysis of the data collected through this exercise will be conducted by the Associate RE Adviser as part of her work.

## 7.2 Legal

Implications verified by: **Lindsey Marks**  
**Deputy Head of Law**

The legal duties on the advisory council are set out in s391 of the Education Act 1996. The main one is to advise the local authority on such matters connected with the religious worship in community schools or in foundation schools which do not have a religious character and the religious education to be given in accordance with an agreed or other syllabus as the authority may refer to the council or as the council may see fit.

## 7.3 Diversity and Equality

Implications verified by: **Rebecca Lee**  
**Community Development Officer**

As mentioned 2 above, the Acts of Worship, like religious education can be a means by which schools celebrate the diversity in their school and local community. This in turn may help pupils to develop respect and tolerance for those with beliefs that are different to their own.

## 7.4 Other implications (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

## 8. Appendices

- Appendix 1 – Collective Worship Policies in Thurrock Schools

### Report Author:

Deborah Weston

Associate Adviser for RE





## Harris Academy Ockendon

*‘Enjoy being the best you can be’*

### Collective Worship Policy

#### Monitoring, Evaluation and Review

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

**Reviewed: December 2019 Owner: Ms J Rainey, Principal Next Review: December 2021 Uploaded to website: December 2019**

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## 1. INTRODUCTION

### 1.1 Purpose

The academy places an emphasis on the spiritual, moral, social and cultural development of Harris Academy Ockendon students. The opportunity for students to question, develop and celebrate their faiths is built into the curriculum and runs through the pastoral and enrichment programmes.

The academy will support each students' spiritual and moral development within an ethos of tolerance and respect for all parts of our diverse community.

Students will be expected to develop an open and enquiring approach to religious beliefs and practices and embrace tolerance and understanding in our multi-faith society. They will consider what they can learn about religions and what they can learn from religions. Opportunities for collective worship, according to each students' individual beliefs, will be provided during assemblies, tutor time and whole academy events.

### 1.2 Scope

This policy applies to all staff and students (years 7 to 13).

### 1.3 Equality analysis

The academy is aware of its obligations under the Equalities Act 2010 and our public sector equality duty.

### 1.4 Legislative context

- Education Act 1944
- DfE Religious Education and Collective Worship 1994

### 1.5 Statutory Guidance Documents

- DfE Religious Education (RE) and collective worship in academies and free schools 2012
- The National Curriculum

### 1.6 Health & Safety Implications

Harris Academy Ockendon will ensure that students are taught the about a variety of beliefs and British Values through a character curriculum, PSHE and RS lessons.

## POLICY

### 2.1 Principles

Harris Academy Ockendon is committed to inclusivity and this policy sets out that collective worship is not the same as corporate worship. Corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. Harris Academy Ockendon is not a worshipping community as the students who have a faith are diverse in what they believe, in what they believe God is and

what they believe worship to that God or Gods should entail. Harris Academy Ockendon welcomes those from different faiths and recognises Humanist and/or nonreligious based beliefs as well.

## 2.2 Positive Purposes for Collective Worship

There are many good reasons for wanting to provide collective worship apart from ensuring that the law is met. Collective worship can add value to the education process.

It provides an opportunity to:

- encourage students to develop an awareness of the universal moral principles of right and wrong, justice and fairness and a proper concern for the fate of others and the world
- affirm and celebrate the values and ethos of the school
- add to the students' development an awareness of, and a sense of belonging to, the many different dimensions of the school's community
- experience the sense of gathering for a special purpose
- share an experience that promotes thought and reflection
- promote students' spiritual, moral, social and cultural development
- provide an opportunity to reflect on practical issues raised by becoming an adult citizen of the world
- consider and reflect upon a variety of situations and issues and make a personal response
- reflect quietly and make an internal response in the light of personal beliefs and background; this may include worship of God within each participant's own faith understanding.

Collective worship may be provided in accordance with the law to the benefit of the whole school community. Within this provision it is the Academy concern that the integrity of all present should be recognised and safeguarded.

## 2.3 Aims for Collective Worship

To be meaningful for students, collective worship enables them to reflect on:

- reinforcing positive attitudes
- what it means to be a human being
- questions of meaning, purpose and value
- the best that human beings can be - inspirational, exemplars (people of faith or not) who have demonstrated through their actions, lives and qualities. Examples will come from religious and nonreligious sources.
- personal beliefs and values

The collective worship that we deliver will recognise and value the cultural, linguistic and religious diversity of our country's population and will be conducted within our Equal Opportunities policy.

## 2.4 How collective worship will enrich the experiences of students

Collective worship will reinforce the sense of the school community, by giving students the opportunity to share things of worth with each other, within a reflective space.

Those students who have a faith will be able to use the reflection time to consider issues in the light of their religious beliefs and to pray or worship internally as they feel appropriate. Whilst those students who don't have a religious belief will have the opportunity to reflect and make a personal internalised response to the same stimulus. They will also be able to enter into dialogue with those of faith, enabling both believers and non-believers to appreciate each other's stances.

The language of invitation to reflect will be open and inclusive, ensuring that no student or adult present feels their beliefs have been compromised and ensuring that they are able to participate and grow spiritually.

- enable students to reflect on and question issues such as belonging to the school community, the wider community and to humanity as a whole
- reinforce a sense of community and cohesion through appreciating those things we have in common
- develop a reflective approach to life
- support students in the development of spiritual, cultural and moral perspectives.
- develop a sense of the individual's place in the world beyond the physical, material and the here and now
- provide time to consider values and beliefs - both their own and those of others
- raise awareness of difficulties experienced living a life based on values, beliefs and principles which may not be shared by everyone in the wider community
- provide opportunity to celebrate achievement and to share times of celebration
- support students in responding to crisis at a personal and collective level and provide them with a vocabulary to explore feelings and responses
- support those who have particular needs or who are engaged in times of crisis

### 3. Delivery Content

- Weekly assemblies covering important issues of the day/week e.g. Remembrance Day, Chinese New Year, Ramadan and Diwali (these are only examples and may and may not be part of this year's programs).
- Special House assemblies 1 every half term with a special focus including, Black history week, British values, Being the best you can be, and improving Community spirit (these are only examples and may and may not be part of this year's programs).
- Input from visiting speakers / experts e.g. Motivational speakers, drama shows on important topic including drugs, terrorism and antisocial behaviour
- The Be the Best you can Be character curriculum delivered during Tutor time, is another opportunity for students to reflect on their own beliefs whether religious or otherwise. Specific time is given in tutor time for reflection/prayer, a booklet is given for students to share their views.
- Specific subjects including Humanities has a curriculum devised to educate and support a variety of faiths with stories supporting themes from a range of sources, including sacred texts, faith communities and secular books
- Students also have a voice through school council where they can discuss religious views and supporting charities through fund raising activities.

#### 3.1 Organisation

The Leadership team is responsible for planning the calendar of themes, assemblies and "Thought for the day" activities on a termly basis. This is discussed by the Leadership Team, which also provides an opportunity for feedback from Year Teams about assemblies.



# Grays Convent

## HIGH SCHOOL

### **Collective Worship Policy**

This Policy was adopted by the Governing Body Autumn 2018

This Policy will be reviewed in Autumn 2021

#### **The Mission of Grays Convent High School**

At Grays Convent we recognise the value of each individual as a gift from God to the world. We are a Catholic school founded by the La Sainte Union Sisters and our ethos is one of unity, prayer, worship, service and work. We strive to follow the example of the Sacred Hearts of Jesus and Mary by enabling learning to take place in a caring and accepting community. We are blessed by Jesus the Good Shepherd, try to follow him in everything that we do, and in doing so make the most of our God given talents. We are one with God.

#### **The Nature of Collective Worship**

We believe that Christian worship in a Catholic school names and celebrates God's presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's



invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

## The Place of Collective Worship in the Life of our School

Our school was founded by the L.S.U. Sisters to reveal God's love; therefore worship in this school is more than just a legal requirement. It is an integral part of school life since our mission statement says that "We are a Catholic school and our ethos is one of unity, prayer, worship, service and work."

Collective worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church; □ Those from other Christian traditions – or none; □ Those from other faith backgrounds.

It will be an educational activity or experience to which all can contribute and from which all can gain.

## The Aims of Collective Worship at Grays Convent

We believe that Collective Worship in our school aims to provide opportunity for all pupils and staff:

- To contemplate something of the mystery of God and to have opportunity to develop a personal relationship with him
- To reflect on spiritual and moral issues
- To explore their own beliefs
- To respond to and celebrate life
- To experience a sense of belonging and develop community spirit
- To develop a common ethos and shared values
- To enrich religious experience
- To grow in liturgical understanding and development
- To reinforce prayers which are part of the Catholic tradition
- To reinforce positive attitudes
- To participate fully
- To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'

## Principles

All Acts of Worship in this school will:

- Give glory and honour to God;
- Be centred on the Word of God, on Mary, the life of a saint or Catholic Social Teaching.
- Be a quality activity, fundamental to the life of the school and its Catholic character;
- Develop in pupils skills that enable them to prepare, organise and lead worship rather than always participating or contributing in a token way;

- Give pupils positive liturgical experiences, appropriate to their age, aptitude and family backgrounds in order to prepare them for the liturgical life of the Church.<sup>1</sup> In order to do this, celebrations will:
  - be kept small wherever possible or appropriate to help to personalise the experience;
  - be short and appropriately paced;
  - be simple, including a range of experiences offered in a variety of groupings and in a variety of settings.

(<sup>1</sup> Directory for Masses with Children, paragraph 9.)

As a school we aim for “acts of collective worship to engage all pupils’ interest and inspire them in deep thought and heartfelt response.” (\*) Pupils will regularly prepare and lead worship with confidence and enthusiasm, and experience different methods of praying. They will also show respect to those who have different beliefs and attitudes to spirituality from their own.

\*Diocese of Brentwood Handbook for Inspection of the Catholic Life and Religious Education in Schools.

Collective worship in our school will be:

- properly planned
- adequately resourced
- recorded
- monitored
- evaluated

## Policy Monitoring and Review

This policy is monitored by the Headteacher, Head of R.E, and is evaluated and reviewed by the governors every two years. The Foundation Governors in particular will play a most important role in this review and visit regularly to report on the spiritual life of the school.

The school will regularly seek the views of stakeholders on the effectiveness of our spiritual life.

## From policy to practice (from Staff handbook)

### Daily act of Worship

All Form Tutors conduct an act of worship with their form groups. Form Tutors may choose to lead the worship themselves or may organise a rota among the pupils. A daily act of worship is sent by the Chaplain each day.

### Form prayer resources

Every Form Tutor is provided with the following resources, which also need to be accessible to pupils and to other teachers covering registration:

- A Good News Bible
- 'A Catholic Prayer Book'
- 'Our Form Prayer Book': Provided by the Chaplain for all regular Form prayer times (usually via PowerPoint). Also, students' own prayers should be kept in this book.

Tutors are encouraged to facilitate opportunities for pupils to share and experience different styles of prayer and approaches to classroom worship. The Chaplain is available to discuss ideas or offer any help, if required.

## Daily & Weekly Assemblies

Year Group assemblies are held once a week by the Head of Key Stage and are led by form groups in rotation. Assemblies reflect the liturgical year. Form Tutors help their Tutor group to prepare their items for presentation at assemblies. They include music, readings, drama and other aids to reflection. A liturgical calendar and recommendations for liturgy are supplied by our Chaplain each term. Key stage assemblies are held once a week, led on a rota by the Headteacher, and the two Deputy Headteachers.

## Celebrations of the Eucharist

The most important liturgy is the celebration of Mass, which is central to the life and ethos of our school. Voluntary Mass is open to all pupils and Staff on alternate Wednesdays, led by pupils. A calendar of masses and leadership for them is produced by the Chaplain. In addition:

- Mass is celebrated on Holy Days of Obligation when they occur on a weekday in term time,
- Easter is celebrated with a Mass
- We have a welcome Mass for our Year 7 pupils and their parents.
- A Leavers' Mass is held in June, prepared by the Year 11's for themselves and their parents. Remembering also, any members of staff who may be leaving. □ We have an end of year Mass

## Staff Briefings and collective meetings

Staff briefing on a Monday begins with a prayer and/or reflection led by the Headteacher, Deputies, Head of R.E or the chaplain. All staff meetings begin with a prayer. Staff have a mass on the first day of term, including the blessing of hands.

## Christmas Carol /Reflection service

A Christmas service is celebrated during the school day for pupils and staff. Parents, Governors and other visitors are invited to an evening Carol Service.

## Sacrament of Reconciliation

During the season of Advent & Lent, there is opportunity for all who wish, to receive the Sacrament of Reconciliation, in special services prepared by the pupils.

## Lenten Reflections with the Chaplain

R.E. Classes take turns to come to the Chapel for Lenten Reflections on the Holy Week Stories/ Stations of the Cross.

## Easter Reflections with the Chaplain

Some R.E. Classes (depending on GCSE exam time-table) have Easter Reflections on the Resurrection stories.

## Exposition of the Blessed Sacrament in Advent, Lent and June with the Chaplain

Girls have opportunity to experience silent reflection before the Blessed Sacrament either in Form groups or R.E. classes during Advent, Lent and June, the month of the Blessed Sacrament.

**Additional Voluntary Liturgies:** Everyone is invited and very welcome to all our liturgies. We have a variety of prayer groups offering different styles of prayer, these are known as Chapel Clubs and are chosen by the girls. They include:

### Celebrations

Celebrations are held in the Chapel on special feast days, when there isn't a Mass e.g. Feast of the Presentation in the Temple. We have a dramatized Bible story, reflection, prayer & praise with singing.

### Prayer & Praise

Gospel style contemporary and traditional hymns with time for spoken prayer & praise as well.

### Drama Group

A dramatized Bible story, with reflection, prayer/ lively praise song

### Rosary Group

Rosary Group is open to all once a week in May and October and additionally on request or for special intentions.

### Pop-in Prayer (Personal Prayer time)

At least one lunch time a week, girls are encouraged to pop-in to the Chapel even just for a minute to pray to God in their own way. (Girls and Staff are always welcome to visit the Chapel in their free time.)

### Optional Adoration of the Blessed Sacrament

This is available some lunch times in June and during Advent and Lent.

Girls and Staff are invited to pop-in to the Chapel for as little or as long as they wish to spend time in God's presence.

### Stations of the Cross

Pupils are invited to join in praying the Stations of the Cross each week during the season of Lent.

### Meditation

Meditation or quiet reflective prayer is offered occasionally. It is included in some Lenten/Easter Reflections and with Class Groups coming for Exposition in June.

### Prayer in Action

During Advent and Lent the whole school community shares the same daily/weekly focus or task.

## Fund Raising and Social Justice Activities

Fund raising for charity, helping people in need is a very important part of school life. Each form chooses a charity and all pupils have the opportunity to take part in fund raising events and good works.

### Private Prayer

In addition to our school liturgies, we also have opportunities for private prayer.

## Retreat

Each Key Stage experiences a retreat either at Aylesford Priory or with the Walsingham House team.

### Appendix 1

### Legal Requirements

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. (This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups.) We understand that simply holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. We also acknowledge that collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

The act of worship is not designated curriculum time under regulations and will not be subsumed under any part of the curriculum, including religious education.

As a rule, acts of worship will take place on the school premises. However, the governing body has the discretion to allow acts of worship to be held elsewhere e.g. church, "on a special occasion".

In this school, as with any Voluntary Aided School, responsibility for arranging Collective Worship rests with the Governing Body after consultation with the headteacher.

Parents have a right to withdraw their child from Collective Worship. However, given the importance of Collective Worship in a Catholic school, parents and prospective parents will be made aware of the fact that it can never be confined to 'timetabled slots' but may take place in a variety of contexts other than those which are specifically structured.

The Collective Worship Policy at Kenningtons Primary Academy pays due regard to statutory requirements, and has taken account of the guidance offered by the LEA through its SACRE.

#### Definition of Collective Worship:

Collective Worship is a time when the whole school, or groups within the school meet together daily in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development.

#### Aims of Collective Worship

##### For the School:

Collective Worship is a time when the school community can:

- share common aims and values ■ celebrate achievement and special times
- explore together the world in which we live ■ develop a community spirit

##### For the Pupils:

We also intend that Collective Worship contributes to the development of the pupil as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs ■ develop their own spirituality ■ reinforce positive attitudes ■ participate and respond ■ reflect on what it means to be human

#### The Contribution of Collective Worship to aspects of the Curriculum:

Collective Worship time is distinct from curriculum time. At Kenningtons Primary Academy, however, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of pupils by reflecting on the work done in class. At times, Collective Worship will enrich classwork through its consideration of subject matter from different perspectives.

To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide pupils with the opportunity to 'respond' on their own level.

#### The Management of Collective Worship

The Headteacher, Deputy Headteacher and representatives of each year group form the Worship Team.

The role of the team will be to plan, monitor and evaluate acts of Collective Worship.

### The Organisation of Collective Worship

Collective Worship is organised to provide a variety of groupings and will take place in the school hall, or the classroom.

Acts of worship will usually last for approximately 15 minutes, although it is recognized that this time will be shortened or lengthened when it is appropriate.

### Leadership

Every member of the school staff and occasional visitors will be involved in leading acts of worship at some point in the school year.

### Planning Acts of Collective Worship

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. Together with weekly planning and recording sheets these will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship at Kenningtons Primary Academy. Leaders from Faiths within the area will increase the pupils' awareness, promote respect and raise the esteem of the pupils who belong to these Faiths.

### The Act of Collective Worship

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the pupils.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made. (A change of personnel, music, a moment of silence etc)

### Withdrawal

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the Headteacher. Any pupil who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

Signed on behalf of the Governing



Body: (Church)

## 6-0 oervu, Yö

Date adopted: 8/12/16

Date of review: December 2019





# Collective Worship Policy

## The Diocese of Chelmsford Vine Schools Trust



### Collective Worship Policy

At Bulphan C of E Academy we celebrate the uniqueness of every child of God in a Christian Community and encourage them to flourish and shine in all they do, preparing them for life's journey. Our school has a distinctive Christian ethos which is at the heart of the school and provides an inclusive, caring and supportive environment shaped by our core Christian values of Love, Friendship, Perseverance, Respect, and Wisdom.

We believe that collective worship both supports and strengthens what we aim to do in every aspect of school life. We value this special time in the school day and seek to make it a quality experience for all members of our school community, be they of faith or of no faith.

## Statutory Requirements

It is a statutory requirement that collective worship takes place daily in all schools. All members of staff have the right to withdraw themselves from collective worship and parents have the right to withdraw their children from collective worship. In both circumstances, an appointment should be made to speak with the Head of School and alternative provision will be made.

As a Church of England Academy, our collective worship broadly reflects the traditions of the Church of England and develops learners' understanding of Anglican traditions and practice. Bulphan C of E Academy, we ensure flexibility in our provision to enable all pupils and members of staff to benefit without compromising their own individual beliefs.

## Aims

Collective worship at Bulphan C of E Academy aims to achieve the following goals: □ Collective worship should be **inclusive**: it engages everyone present in his/her own way

- Collective worship should be **curricular**: it shows appropriate links with classroom activities, the curriculum and school life
- Collective worship should be **educational**: it develops children's ideas about God, about themselves and the world around them
- Collective worship should be **reflective**: it offers breathing space to be still, to wonder, to be uplifted, to nurture an awareness of God
- Collective worship should be **central** to school life

*[Adapted from - Breathing Space: Collective Worship Guidelines for Church Schools in the Diocese of Chelmsford]*

## Provision

The leadership team work closely with Rev David Ibiayo and Rev Sue Mann to put together a comprehensive Worship Schedule for the school year. This includes a 'theme' for each term. These themes explicitly link to our school values so that children explore, encounter and experience our values within the context of the Christian faith through the teachings of Jesus and the Bible.

Our values are: Love, Friendship, Perseverance, Wisdom and Respect.

## Pupil Involvement

Through pupil involvement in the planning, evaluation and delivery of worship, we strive to inspire a high level of pupil spiritual and moral engagement in collective worship. Pupil involvement takes many forms, including:

- Pupils from every class are invited to actively take part in worship. The children are encouraged to use props, wear costumes and join in with bible stories. □ The Head boy and Head girl light the candle and say the 'welcome' at the beginning of every worship.
- Worshipers are often highly interactive and pupils are invited to come to the front of the hall to support the member of staff or visitor.
- Every child joins in with the welcome, response at the beginning of every worship and every child joins in with the Lord's Prayer at the end of every worship. □ Children in year 6 are invited to join the school's Prayer Group if they would like to. These pupils meet weekly with a member of staff to discuss the week's theme, they prepare the hall for worship every day and they evaluate the worship. The Prayer Group give feedback to the member of staff leading worship.
- Children are asked to make suggestions about the choice of worship songs. □ Children write and read their own prayers in both school Worship and Church services.
- Children are invited to lead prayers in class, for example before lunch and during class worship.

## Monitoring and Evaluation

At Bulphan C of E Academy, the leadership team monitor and evaluate collective worship as well as the Prayer Group. Information is gathered in a variety of ways so that monitoring can be as informative as possible.

Methods for monitoring include:

- Individual pupil questionnaires
- Governor evaluations
- Parent questionnaires
- Pupil reflections
- Informal discussions with children around the school
- Weekly meetings with school's Prayer Group

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<b>3 June 2020</b>	<b>ITEM: 7</b>
<b>Standing Advisory Council on Religious Education</b>	
<b>Supplementary Guidance on Progression within the Agreed Syllabus</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Deborah Weston, Associate Adviser for Religious Education	
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director Learning Inclusion and Skills	
<b>Accountable Director:</b> Shelia Murphy, Corporate Director of Children’s Services	
<b>This report is</b> Public but the appendix is exempt - copyright to RE Today Services	

## Executive Summary

In order to discharge its legal duties, SACRE monitors provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus. Thurrock introduced a new Agreed Syllabus in 2016 and has conducted regular monitoring exercises to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. The publication, by Ofsted of a revised inspection framework with a renewed focus on curriculum planning and design, has encouraged many schools to conduct a review of their curricula. Some of these have asked SACRE for guidance on progression within the Agreed Syllabus. RE Today have published guidance which, if approved by SACRE, can be distributed to schools as a supplement to the Agreed Syllabus.

### 1. Recommendation(s) that SACRE:

- **Consider the following:**
  - **the document, “‘Building progressions through your RE Agreed Syllabus’**
  - **directing the RE Adviser to write an article for the bulletin to commend the document to schools**
  - **request that the web-team, upload the document to the password protected areas of the website**
  - **resources known to them from a faith perspective that could be added to the resources section of the website.**

## 2. Introduction and Background

According to the DfE Guidance, [Religious Education in English schools](#)

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit

A SACRE should:

- provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the LA and its schools on methods of teaching, the choice of teaching material and the provision of teacher training

## 3. Issues, Options and Analysis of Options

3.1 The publication of the revised inspection framework marks a significant change in the focus of the inspection of schools. Some schools have found these changes to be straight-forward and others more challenging.

3.2 Here are a selection of comments from Ofsted reports that highlight some of the opportunities and challenges:

“Although curriculum planning builds on previous learning, the quality is not consistent. Planning in geography, music and RE does not always provide enough opportunities for pupils to apply their learning to secure knowledge. Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge. “ - primary

“Across the subjects, planning is not effective enough. Leaders have not thought through the main things they want pupils to know and remember. They have not planned learning in a logical order. Consequently, pupils do not build on what they already know. This limits their progress. “ – primary

“The curriculum is well organised in English, mathematics, science, history and geography. Thorough planning in these subjects helps teachers to build on pupils’ prior knowledge and prepare them for their next steps in learning. “ – primary

“The curriculum is well planned in physical education (PE), science, mathematics, religious education (RE) and computing. The curriculum planning for these subjects shows exactly what pupils should learn each term and in each year. Teachers use the planning to make sure pupils learn what they need to and develop their learning from one year to the next. “ - primary

#### **4. Reasons for Recommendation**

- 4.1 One of the responsibilities of a SACRE is to monitor provision for RE to be given in accordance with its Agreed Syllabus. Having monitored that curriculum, understood the changes to inspection and the challenges faced by schools, SACRE is in a position to provide guidance that will offer support.

#### **5. Consultation (including Overview and Scrutiny, if applicable)**

- 5.1 Not applicable

#### **6. Impact on corporate policies, priorities, performance and community impact**

- 6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
- Publishes an Annual Report of its work;
  - Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
  - Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the second element of this programme.

#### **7. Implications**

##### **7.1 Financial**

Implications verified by: **David May**  
**Strategic Lead Finance, Corporate Finance**

There are no financial implications to this report since the actions will be conducted by the Associate RE Adviser as part of her work

##### **7.2 Legal**

Implications verified by: **Lindsey Marks**  
**Deputy Head of Law**

The legal duties on the advisory council are set out in s391 of the Education Act 1996. The main one is to advise the local authority on such matters connected with the religious worship in community schools or in foundation schools which do not have a religious character and the religious education to be given in accordance with an agreed or other syllabus as the authority may refer to the council or as the council may see fit.

### 7.3 **Diversity and Equality**

Implications verified by: **Rebecca Lee**  
**Community Development Officer**

The aim of sharing this guidance with schools is to support them to raise standards in Religious Education. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

### 7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

## 8. **Appendices**

- Appendix 1 – Building Progression through your RE Agreed Syllabus (Exempt)

### **Report Author:**

Deborah Weston OBE  
Associate Adviser for RE



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