

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 **6.30 pm** on **4 November 2020**

Due to government guidance on social-distancing and COVID-19 virus the Standing Advisory Council for Religious Education on 4 November 2020 will be held virtually online. The press and public will be able to watch the meeting live online at the following link www.thurrock.gov.uk/webcast

Membership:

Committee A:

Mrs S Lawson, 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:

Mr P Anderson, Church of England Member
Mrs L Fry, Church of England Member
Vacancy x 2 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
Mrs C Pumfrey, Teachers' Associations

Committee D:

Councillor G Collins
Councillor M Kerin
Vacancy, Local Authority

Agenda

Open to Public and Press

- 1 Apologies for Absence**
- 2 Minutes** **5 - 10**

To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 3 June 2020.
- 3 Items of Urgent Business**

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.
- 4 Declarations of Interest**
- 5 Monitoring Provision for RE in Thurrock Schools** **11 - 16**
- 6 Update on National Developments and Opportunities** **17 - 28**
- 7 Work Plan Review and Update for 2020-2021** **29 - 36**

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

Agenda published on: **27 October 2020**

Information for members of the public and councillors

Access to Information and Meetings

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Members of the public have the right to see the agenda, which will be published no later than 5 working days before the meeting, and minutes once they are published.

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Thurrock Council Wi-Fi

Wi-Fi is available throughout the Civic Offices. You can access Wi-Fi on your device by simply turning on the Wi-Fi on your laptop, Smartphone or tablet.

- You should connect to TBC-CIVIC
- Enter the password **Thurrock** to connect to/join the Wi-Fi network.
- A Terms & Conditions page should appear and you have to accept these before you can begin using Wi-Fi. Some devices require you to access your browser to bring up the Terms & Conditions page, which you must accept.

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In the case of an emergency, you should evacuate the building using the nearest available exit and congregate at the assembly point at Kings Walk.

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To view any “exempt” information that may be included on the agenda for this meeting, Councillors should:

- Access the modern.gov app
- Enter your username and password

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 3 June 2020 at 6.00 pm

Committee A: Mr A Anderson, Mrs H Kaur, Mrs S Lawson, Mr A Kariyanawasm and Mr T Ojetola

Committee B: Rev.J Guest and Mrs L Fry

Committee C: Ms J Culloty and Mrs A Jellicoe

Committee D: Councillors Collins and Kerin

Apologies: Mrs R Saul, Ms Webster and Ms Perlmutter

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

1. Minutes

The minutes of the Standing Advisory Council for Religious Education held on 9 January 2019, 4 June 2019, 6 November 2019 and 4 March 2020 were approved as a correct record.

2. Items of Urgent Business

There were no items of Urgent Business.

3. Declarations of Interest

There were no declarations of interest.

4. Appointment of Chair and Vice-Chairs

Nominations were invited for the appointment of Chair of the Committee. It was proposed by Rev. Guest and seconded by Councillor Kerin, that Mr Anderson be appointed as Chair of the Committee.

Mr Anderson, commented that if he was to become Chair of SACRE he had big shoes to fill, following Rev. Guest. He continued by thanking Rev. Guest for all he had done for SACRE.

During discussions it was also agreed that Mr Anderson be moved from Committee A to Committee B.

Nominations were invited for the appointment of Vice Chair of Committees A, B, C and D.

The Associate Advisor for Religious Education sought if Members were still happy with the meeting date and time. It was agreed that a Wednesday was still the best day of the week to meet and further agreed to move the start time back to 6.30pm.

RESOLVED that:

That Mr P Anderson be appointed as Chair of Thurrock SACRE.

The following members be elected as Vice Chairs:

Committee A: Mr T Ojetola

Committee B: Mr P Anderson

Committee C: Ms J Culloty

Committee D: Councillor Collins

5. Collective Worship

The Associate Adviser for Religious Education presented the report to Members, and in doing so, outlined the report detailing that one of the duties of SACRE was to monitor the provision of Acts of Collective Worship in schools within the local authority.

Members heard how Thurrock SACRE had reviewed the policies of a number of schools in the summer term meeting 2019 and reported to schools on their findings. The report proposed that SACRE reviewed a second sample of policies on Acts of Collective Worship that appeared on school websites to determine if anything had changed in the last year and to identify good practice. The Associate Adviser for Religious Education commented that Collective Worship was a difficult topic as it was not a requirement of the relevant legislation.

It was raised as to the right of withdrawing children from participating in Religious Education and Collective Worship in schools. SACRE heard how the legislation stated that 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' included 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.

The Teachers Representatives on SACRE commented they had not experienced children being withdrawn from Religious Education at either of their secondary schools. Both advised that students held assemblies on different faiths as well as other topics, and all students from year 7 to year 11 were involved.

During discussions it was identified that should a child be withdrawn from Collective Worship and Religious Education then there was a policy in place in Thurrock to monitor such decisions.

It was queried by Councillor Collins as to what clear acts of worship were, for example he commented teaching children to be good citizens and British values.

Mr Ojetola left at 6.55pm

The Associate Adviser for Religious Education was thanked for her report, Members commented the lists drawn up from the previous meeting at the end of 2019 were helpful when comparing with the schools policies.

It was further commented that it was felt there was no need to amend the current list as it expressed what Members of SACRE looking for.

Members went on to discuss the language to explain Collective Worship within school policies and it was felt that sometimes this was confusing for parents, phrases such as 'Let us pray' we're connected to the Christian faith. The Associate Adviser for Religious Education explained that the definition of Collective Worship hadn't been changed or amended since the 1944 Act.

It was queried as to whether it was possible to create a policy template with clearer language to make it easier for parents to understand when looking on schools websites.

The Strategic Lead for School Effectiveness and SEND referred to the question on British Values, and in doing so, explained that British values were be taught within schools; however these were taught within different subjects other than Religious Education such as PSHE. She further stated that Collective Worship within Schools would be covered in other curriculum areas such as year or group assemblies.

The Teacher Representatives stated that teaching British values went hand-in-hand with Collective Worship. All of the teachers agreed that they were at the core of the curriculum. It was further stated that British values were within all faiths such as Sikhism, with children being taught to be kind and honest. The Teacher Representatives further agreed with the point made by the Strategic Lead for School Effectiveness and SEND in that these were also at the core of school assemblies

The Associate Adviser for Religious Education replied to the suggestion of having a template for SACRE to produce to schools, in that although this was a good idea in principal, schools were not required to have a policy on Collect Worship. However if SACRE wished the Associate Adviser for Religious Education was happy to write to the schools and share their lists with them, which they could use to create their own policy amend their policy if they wished.

The Chair of the Committee stated that all schools were different when it came to teaching Collective Worship for example Faith schools such as Catholic or Church of England schools within the borough would aim their teachings toward their faiths.

Stella Lawson left the committee at 7 PM.

RESOLVED 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**

Exclusion of the Public and Press

Members of SACRE agreed that, in accordance with Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following items of business, on the grounds that they could involve the possible disclosure of exempt information as defined in paragraph 1 of Schedule 12A of that Act.

6. Supplementary Guidance on Progression within the Agreed Syllabus

The Associate Adviser for Religious Education introduced the report explaining that in order to discharge its legal duties, SACRE monitored provision for Religious Education in its local area where Religious Education was delivered in accordance with the local Agreed Syllabus.

Members heard how Thurrock introduced a new Agreed Syllabus in 2016 and had conducted regular monitoring exercises to establish how effective the new syllabus had been in meeting its aim to raise standards of Religious Education. The publication, by Ofsted of a revised inspection framework with a renewed focus on curriculum planning and design, had encouraged many

schools to conduct a review of their curricula. Some of these Schools had asked SACRE for guidance on progression within the Agreed Syllabus.

The Associate Adviser for Religious Education advised that RE Today had published guidance which, if approved by SACRE, could be distributed to schools as a supplement to the Agreed Syllabus.

During discussions it was mentioned that according to the Department for Education Guidance, Religious Education in English schools, a SACRE must advise the Local Authority on RE in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the Local Authority or as it sees fit. A SACRE should also provide advice and support on the effective teaching of RE in accordance with the locally agreed syllabus; provide advice to the Local Authority and its schools on methods of teaching, the choice of teaching material and the provision of teacher training.

The Teacher Representatives sitting on SACRE confirmed the agreed syllabus for Thurrock was used in both of their schools, along with the guidance document. Mrs Jellicoe advised that Thurrock's agreed syllabus was up for renewal next year (2021).

Members were further advised by Ms Culloty that although the agreed syllabus was not perhaps used in topic order at her school they did use the agreed syllabus and incorporated other life topics.

RESOLVED 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.**

Any Other Business

The Chair of the SACRE advised that the next meeting was to be held in November 2020.

Members of SACRE offered their thanks to Rev. Guest as this was this last meeting on SACRE. He was further congratulated for his award of Freedom of Borough.

The meeting finished at 7.17pm

Approved as a true and correct record

CHAIR

DATE

**Any queries regarding these Minutes, please contact
Democratic Services at Direct.Democracy@thurrock.gov.uk**

4 November 2020	ITEM: 5
Standing Advisory Council on Religious Education	
Monitoring Provision for RE in Thurrock Schools	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston, Associate Adviser for Religious Education	
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills	
Accountable Director: Shelia Murphy, Corporate Director of Children’s Services	
This report is Public	

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 regularly monitors data on provision for the subject to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. This report is based on two sources of information. 1: the school workforce census for secondary schools collected in November each year. 2. A review of primary school websites.

1. Recommendation(s):

1.1 That SACRE considers

- The school workforce data for 2019 in Appendix 1
- The task for reviewing primary school website in Appendix 2

1.2 The SACRE consider any follow up action that might be warranted such as:

- Where good practice is identified
- Where there is no evidence that the requirements of the Agreed Syllabus are met
- Where there looks to be limited or no provision.

2. Introduction and Background

It has been possible in the past for SACRE to carry out its monitoring function using a variety of methods:

- a. School visits and lesson observations
- b. The collation of comments on RE found in Ofsted inspection reports
- c. Analysis of data

Smaller education budgets and less staff capacity mean that specific visits to schools by specialist advisers for RE are no longer possible for most local authorities, Ofsted no longer report on RE in particular and therefore SACREs around the country largely rely on data and information that schools are prepared to share from their own self-evaluative work.

3. Issues, Options and Analysis of Options

- 3.1 To comply with the School Information (England) (Amendment) Regulations 2012, all schools including academies and free schools must publish the content of the religious education curriculum for each academic year on their school website.¹²
- 3.2 A census of the school workforce is carried out annual and for secondary schools, this includes data about the number of hours of provision for each year group for each subject of the curriculum
- 3.3 These methods of collective information on provision for RE cannot be used in isolation but the results should complement GCSE data and the pilot survey that are already part of this year's SACRE workplan.

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

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;

¹ <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

² <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

- 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 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 recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Lucinda Bell**
Education Lawyer

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.

This report asks that the committee considers the attached documents and further action that may be warranted. No other decision is requested.

7.3 Diversity and Equality

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

The aim of this review is to collect information about the provision for RE in Thurrock, to address concerns and to celebrate success. 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- School workforce data for 2019.
- Appendix 2 - task for reviewing primary school website.

Report Author:

Deborah Weston

Associate Adviser for RE

Appendix 1

School	Type	% Time for RE (Yr 7)	% Time for RE (Yr 8)	% Time for RE (Yr 9)	% Time for RE (Yr 10)	% Time for RE (Yr 11)	% Time for RE (Yr 12)	% Time for RE (Yr 13)	% Time for RE (KS3)	% Time for RE (KS4)	% Time for RE (KS5)	% Time for RE (All)	KS4 FC Entry %	KS4 SC Entry %	KS4 All Entry %	% 9-4 Full Course	% 9-4 Short Course	Ofsted Rating (2018)	PercentagesSecondary	Secondary Premium	Sponsor
Grays Convent High School	Voluntary aided school	8.33	8.63	8.28	11.16	10.42	0	0	8.41	10.78	0	9.47	94.7	3.5	98.2	85.2	75	Good	22%	Low	0
The Gateway Academy	Academy sponsor led	4.2	4.48	14.56	12.51	0	0	0	7.64	5.75	0	6.84	74.8	0	74.8	49.2		Requ	42%	Medium	The Gateway Learning Community
Ormiston Park Academy	Academy sponsor led	0	0	0	0	0	0	0	0	0	0	0	0	0	0			Good	43%	Medium	Ormiston Academies Trust
The Ockendon Academy	Foundation school	6.87	6.66	7.46	7.45	7.25	6.74	5.82	7.01	7.35	6.29	7.02	100	0	100	41.3		Good	34%	Low	0
Ortu Gable Hall School	Foundation school	0	2.51	2.96	0.7	0	0	0	1.81	0.36	0	1.02	24.2	0	24.2	63.8		Requ	21%	Low	0
William Edwards School	Foundation school	2.6	4.49	4.53	1.19	0	0	0	3.89	0.58	0	2.49	3	0	3	71.4			16%	Very Low	0
St Clere's School	Foundation school	4.55	5.13	2.5	0	0	0	0	4.13	0	0	2.48	0	28.6	28.6		87.7	Good	24%	Low	0
Harris Academy Chafford Hundred	Foundation school	0	0	0	0	0	0	0	0	0	0	0	12.2	0	12.2	77.3		Outst	14%	Very Low	0
The Hathaway Academy	Academy sponsor led	0	0	0	2.13	2.11	0	0	0	2.12	0	0.73	13.7	0	13.7	47.1		Good	34%	Low	Academy Transformation Trust
Hassenbrook Academy	Academy converter	3.37	3.57	3.17	0	0	0	0	3.34	0	0	1.82	0	0	0				35%	Low	ORTU Federation Ltd
Harris Academy Riverside																					

Guidance for teacher members on SACREs for making judgements about RE on primary school websites:

Exceptional practice	Green (good or better RE)	Amber (unclear as to the quality of RE)	Red (concerns as to whether RE is being taught)
Excellent levels of detail on RE curriculum plans, which may include additional information about what will happen in RE lessons. You may also see reference to skills being taught and how it builds on prior learning.	The level of detail published on the RE curriculum plans for each year group is at least comparable to that for foundation subjects such as History and Geography (even if the subject is called something else)	The level of detail published on the RE curriculum is not comparable to that for foundation subjects such as History and Geography	The curriculum map does not give the reader a clear indication of what will be taught. For example, A list of religions or belief is provided with no indication about the content of the study
There is a clear and detailed statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow.	The school includes a statement of their compliance with their Agreed Syllabus or in the case of academies, the syllabus they have chosen to follow	There is no reference to the syllabus followed	There is no reference to the syllabus followed
RE features regularly on the website and may include photos of learning, visits and visitors, parent views and pupil feedback.	There are regular references to RE on the website	There is a little reference to RE on the website	There is no reference to RE on the website
There is a clear and detailed explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is a clear explanation of how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is little reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.	There is no reference to how RE supports spiritual, moral, social and cultural development and fundamental British values.
A very clear and detailed statement of the aim, purpose or intent of RE.	A clear statement of the aim, purpose or intent of RE.	The aim, purpose or intent of RE is unclear.	There is no statement of the aim, purpose or intent of RE.
It is very easy to discover how parents or other members of the public can find out more about the RE curriculum the school is following.	It is easy to discover how parents or other members of the public can find out more about the curriculum the school is following.	It is difficult for parents to navigate the website to find out more about the curriculum the school is following.	It is impossible for parents or other members of the public to find out more about the curriculum the school is following.
There is a discrete policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website which includes a statement of the aims for the subject and the right to withdraw.	There is a policy for RE on the website but no statement of the aims of the subject aims and/or the right to withdraw.	There is no policy for RE on the website
Action: Send a congratulatory letter to the school on their excellent RE.	Action: Send a letter of congratulations and support for the good RE in the school.	Action: Send a letter of mild concern and support.	Action: Send a letter of serious concern. State SACRE's statutory duty and the school's need to be compliant with the law which states that all pupils in England must receive Religious Education.

This work was inspired by an activity conducted by Bristol SACRE

4 November 2020		ITEM: 6
Standing Advisory Council on Religious Education		
Update on National Developments and Opportunities		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston, Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: Shelia Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

This report details the key national developments that impact on Religious Education with suggestions for actions by SACRE

1. Recommendation(s):

1.1 That SACRE Members

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

2. Introduction and Background

In the period since the last SACRE meeting, a number of developments have taken place such as the publication of a report from Theos and decisions by the Department for Education. These are presented to SACRE for consideration in support of the duties of SACRE and in accordance with the work plan.

3. Issues, Options and Analysis of Options

- 3.1 Schools need to be informed about national developments and opportunities available to them but it is important not to overload them with information.
- 3.2 Likewise, SACRE needs to be aware of the national context for information they receive that applies just to Thurrock.

3.3 SACRE needs therefore to decide on which information to share with schools and which reports and national data is most relevant to the situation in Thurrock.

4. Reasons for Recommendation

4.1 According to the non-statutory guidance – RE in English Schools (2010), SACRE should provide advice and support on the effective teaching of RE. This advice and support includes keeping stakeholders include SACRE members and schools informed about current developments that impact on the subject.

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 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 recommended in this report, if approved will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Lucinda Bell**
Education Lawyer

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 (1) the religious worship in community schools or in foundation schools without a religious character and (2) the religious education to be given in accordance with an agreed or other syllabus, as the authority may refer to the advisory council, or as the council may see fit.

This report is for review and consideration. No decision is required.

7.3 **Diversity and Equality**

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

The aim of this report is to provide information about issues that support the provision for RE in Thurrock, to address concerns and to celebrate success. 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 -Thurrock SACRE: Update on new initiatives Autumn 2020

Report Author:

Deborah Weston

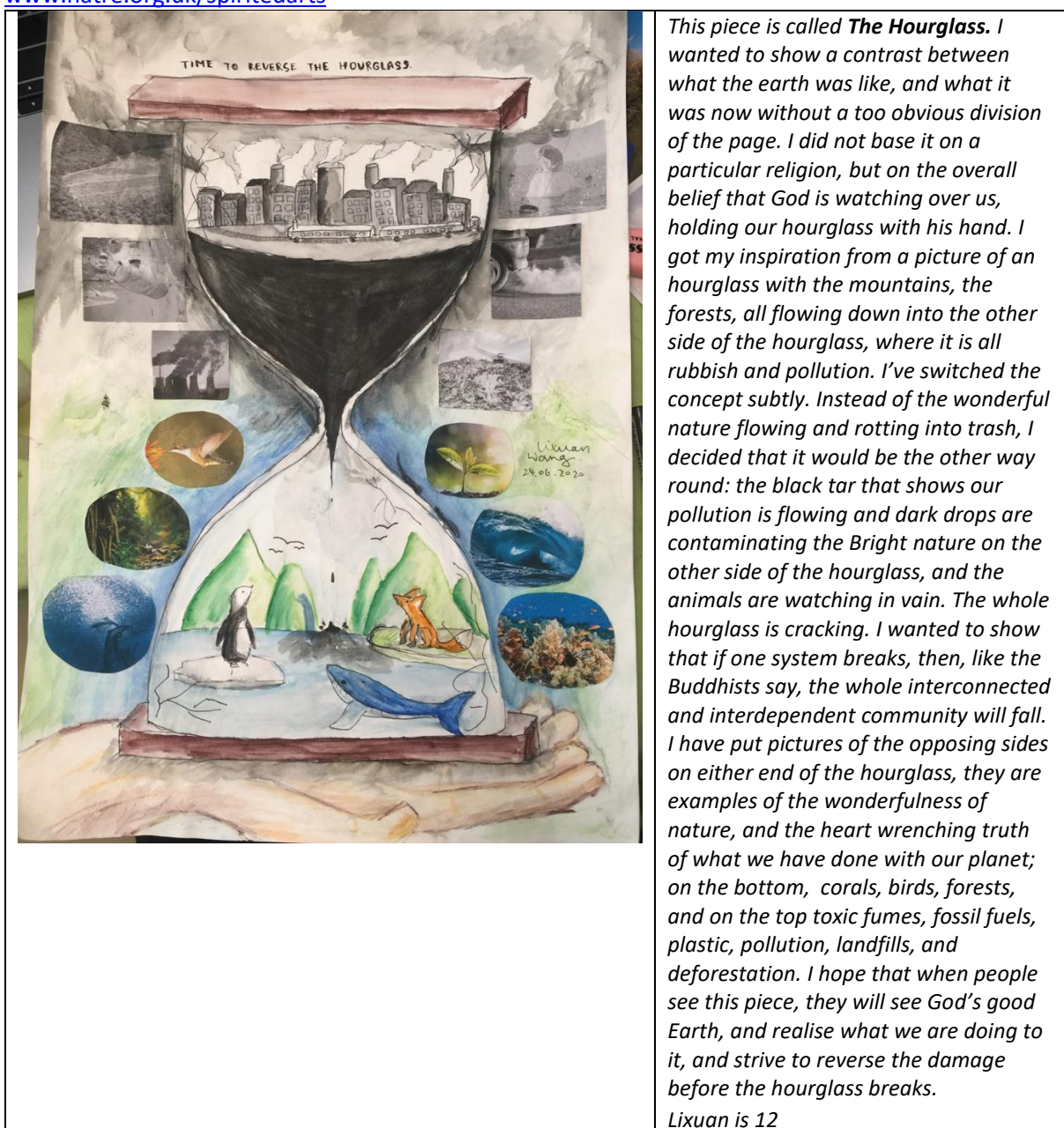
Associate Adviser for RE

Appendix 1

Thurrock SACRE: update on new initiatives Autumn 2020

NATRE's Spirited Arts competition: results and next year's competition

The competition has attracted record entries this year – it was a popular lockdown activity set by hundreds of teachers, and the YouTube lesson to accompany it was viewed about 14,000 times. Many of our schools have taken an interest in this competition. There are over 30,000 entrants. Here is one of the inspiring entries, the best of which can be viewed at www.natre.org.uk/spiritedarts



The competition for the next year is being launched and 5 themes are available to schools for them to engage and respond creatively.

Can we, as a SACRE, promote the competition to all our schools? Could we run a local round to the competition, to see what creative RE is going on here?

Next year's closing date is 31st July 2021.

Themes for the coming year:

- "We have far more in common with each other than that which divides us."
- God's good earth?
- Where is God?
- Healing
- Inspiring!

Farmington Scholarships

Farmington Scholarships are now open to Head teachers and UK secondary and primary school teachers, teachers of RE to children with Special Educational Needs

Academic Year 2021-22

The Farmington Institute

The aim of the Farmington Institute is to support and encourage Head teachers working on values and standards, and teachers of Religious Education in schools. The Institute awards Scholarships to UK Head teachers and teachers of Religious Education in schools, and publishes discussion papers and arranges conferences.

What types of Scholarships are available?

The Scholarships are divided into two types: university-based and school/home-based. Teachers who live within a reasonable distance of one of the selected universities or colleges may be awarded a university-based Scholarship. The academic facilities of the colleges and universities are available for Scholars.

[Find out more here.](#)

Should SACRE encourage teachers to apply for one of these scholarships. If so, what would the best means be of doing so?

Interfaith week

Inter Faith Week starts on Sunday 8 November and concludes on Sunday 15 November. The Week is a great opportunity for pupils to explore inter faith issues and for schools to build relationships with faith, belief and inter faith groups in their community. Here are some suggestions for schools for things you might want to consider doing this year:

- Work with your local inter faith group and SACRE to host a special virtual 'Question Time' via a social media platform
- Organise an exhibition in your school featuring information and objects about a range of religions and beliefs reflecting your local population (this could be virtually available to others)
- Celebrate the Week on your website, perhaps have a series of short videos where pupils share what they have learned in RE
- Organise a virtual tour of local places of worship to investigate the importance of faith in the lives of believers in your community

- Create an Inter Faith Week poster, artwork or multifaith calendar
- Host a dialogue about a topic such as ‘shared values’ or how people of different faiths and beliefs can live well together at a lunchtime event
- Make a video of events at your school held for Inter Faith Week For more about Inter Faith Week

Visit <https://www.interfaithweek.org/> and if you have specific questions or ideas you’d like to discuss email IFN’s Assistant Director at david.hampshire@interfaith.org.uk.

**Can those of you that represent religion and belief communities offer your services?
Can schools be informed about this week- together with the suggestions above?**

Anti-racist RE

NATRE and RE Today, working with the Free Churches Group and Methodist Schools, are launching a project to help teachers tackle racism in RE lessons. The project aims to:

- Enable a team of 60+ black, Asian and minority ethnic teachers of RE and members of different communities to articulate perspectives on the contributions of RE to anti-racist education, accessible for all teachers of RE
- Provide challenging and well planned resources, case studies, plans and lessons for teachers of RE in both primary and secondary schools to use in RE that challenge and confront racism and are also good RE, mounted and free from web platforms hosted both by RE Today and by the Free Churches Group and the Methodist Schools.
- Create a forum for teacher education and development in relation to anti-racist RE, recognising that practice in RE in this area is patchy and inconsistent (also online)
- Disseminate better practice in anti-racist RE widely, using the wide range of contacts and networks available to RE today

Wide partnerships to maximise the impact of the project have been used, including for example with NATRE and the Jo Cox Foundation. Teachers can access a planned unit of six topics for primary and of 8 topics for secondary RE, including ready to use resources and a wide range of support materials. www.natre.org.uk/anti-racist-RE

Can our SACRE publicise this to schools? Would we like to invest some of our budget this year in primary and secondary CPD for schools in this area?

GCSE Results

The number of pupils taking GCSE Religious Studies in England and Wales has remained stable in 2020 despite ongoing challenges, reflecting the relevance of the subject and its popularity among young people.

Until this year, there has been a gradual decline in full course RS GCSE entries since a peak in 2016, when 269,839 entries were recorded in England. Full and short course entries reached a high of 461,795 in 2011 but declined rapidly as schools in England opted not to enter pupils into the short course following Government policy changes, despite a requirement among all schools, including Academies, to provide Religious Education to all pupils at all key stages. In Wales however, the short course entries have not declined at the same rate and fell by just 3.74% (from 6,198 to 5,966). In England, short course entries fell by more than 16%. In general, these figures should be interpreted in the light of government policy – they don’t indicate much about the popularity of the subject with students.

This summer's figures, however, provide some optimism that the decline may be levelling off. The key outcomes for Religious Education in England and Wales at Key Stage 4 in 2020 are as follows:

- There were 225,719 entries in England and 10,037 in Wales for the full course in GCSE RS, a fall of less than 1% from 2019 (227,913 England and 10,129 Wales).
- There were 18,067 entries in England and 5,966 in Wales for the short course in GCSE RS, a decline of 16.1% in England and 3.74% in Wales from 2019 (21,530 and 6198 respectively).
- There were 243,786 entries for GCSE RS (combined short and full courses) in England, a decline of 2.3% from 2019 (249,443).
- Despite a decline since the peak in entries, the number of pupils receiving a full course GCSE in Religious Studies in England in 2020 (225,719) is still 32% greater than in 2010 (170,767).

How is this reflected in our area? How should we be engaging with schools about these figures?

Changes in RS examinations for 2021

Ofqual released their decisions on 3rd August regarding the cohort of students who will be taking their GCSEs, AS or A levels in 2021. There are a few headlines to report. *Obviously, these decisions could change as the response to the pandemic develops but this reflects the current information that schools are working with.*

1. No change to the assessment arrangements for Religious Studies.

The report stated that there will be no change to the assessments in Religious Studies for the GCSE (short and full course) AS or A level. Thus, students will be assessed in the same manner as previous years.

Ofqual did recognise that:

"Many respondents were concerned about covering all the content, given the lost time and difficulty of covering it in a normal year. This was raised for most subjects at GCSE, AS and at A level."

"Respondents often suggested this could be addressed through question optionality, which was discussed further below. In some subjects, for example, GCSE Religious Studies and GCSE English Literature, parallels were drawn with GCSE history and respondents urged that similar arrangements were made to enable content sampling in their subject."

However, Ofqual decided against making changes to Religious Studies.

2. No decisions have been made about the dates for the examinations.

Update 12th October - *Today (12 October), the government is announcing the summer exam series will start on 7 June and end on 2 July for almost all AS/A levels and GCSEs.*

Results days are Tuesday 24 August for A/AS levels and Friday 27 August for GCSEs so students will start the following academic year as normal.

3. There will be further information on how student outcomes (i.e. grades) are to be protected.

Ofqual are currently considering how the grades or outcomes of students taking the examinations in 2021 can be protected. They have said:

"The Secretary of State has asked us to advise him in the coming months how we might ensure students' outcomes are protected through our approach to grading next year, as we did to protect the interests of students who took the reformed qualifications for the first time. Our approach- using statistical predictions to guide the first awards of reformed qualifications- worked well to protect the interests of students taking the reformed qualifications and we will consider its use next year. We did

not consult on proposal for grading in summer 2021, but we will provide further information in due course."

Here is a copy of their [statement](#) and [decisions](#) document on the changes that will be made.

Other related issues:

At the end of July, the Department for Education announced that from September all pupils should return to school. The guidance sets an expectation that *"the curriculum should remain broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment."*

The DfE have advised that when planning for pupils' return to school in September, subjects should not be removed from the curriculum. In relation to Key Stage 3 the guidance states, *"the curriculum should also remain broad from year 7 to year 9 so that the majority of pupils are taught a full range of subjects over the year, including... Religious Education."* Indeed, the suspension of subjects should only occur in "exceptional circumstances" and if this occurs, a school must be able to demonstrate that this is *"in the best interests of these pupils and should be subject to discussion with parents during the Autumn term."*

For key stage 4 and 5 the guidance states that, *"the vast majority of pupils in year 10 and 11 are expected to continue to study their examination subjects."* A year 11 pupil should only be advised to discontinue a subject in "exceptional circumstances".

The DfE documentation can be consulted [here](#).

The NATRE summary of the implications of this guidance can be found [here](#).

Nick Gibb's written answer to a Parliamentary question on this subject can be found [here](#).

How much of this information has already been shared with Thurrock secondary schools?

All Schools have a duty to teach RE to all pupils aged 5-18 even in current times

NATRE was pleased to see that Nick Gibb MP, Minister for schools, has given a clear and fulsome answer to a question from Luke Pollard MP regarding schools and RE.

We note from his answer below that he restates that:

- State-funded schools in England have a duty to teach religious education to all pupils aged 5 to 18 years
- where pupils do not choose Religious Studies as an examination subject, the requirement to teach religious education still applies.
- An agreed syllabus can stipulate that pupils follow an accredited qualification such as GCSE

He also clearly says that in the reopening of schools:

- Religious education is explicitly stated as one of the subjects that should be taught

The Department's guidance on full opening of schools sets the expectation that schools teach an ambitious and broad curriculum in all subjects from the start of the autumn, but that they use their existing curriculum flexibilities within subjects to create time to cover the most important missed content.

- Religious education is explicitly stated as one of the subjects that should be taught. The guidance was published on 2 July and can be found [here](#).
- The Department's guidance on religious education is already available for both maintained schools and for academies and free schools. The guidance for maintained schools is [here](#).
- The guidance for academies and free schools [here](#).
- No additional guidance on this subject is therefore needed.
- Nick Gibb's answer to Luke Pollard's Parliamentary question on this subject can be found [here](#).

Can this information be shared with all Thurrock headteachers and chairs of governors? Do school improvement partners or similar know whether this guidance is being followed? Could they find out?

Shadow Minister for Faiths; Janet Daby MP asks a question about RE to the Minister for Education Nick Gibb MP

NATRE, the REC and RE Today had a very productive meeting with the Janet Daby MP in October 2020. They learned that the Shadow Minister, who is the MP for Lewisham East, had served on Lewisham SACRE and was fully conversant with the issues surrounding the subject. Following the meeting, she entered the ballot to ask an oral question and was successful. The exchange, as reported in Hansard follows below:

Religious Education: Maintained Schools: 12 October 2020

Janet Daby (Lewisham East) (Lab): What steps he is taking to ensure maintained schools comply with requirements to teach religious education. [907364]

The Minister for School Standards (Nick Gibb): Maintained schools are required to teach religious education to all five to 18-year-olds. Any concerns that a maintained school is not meeting that duty should first go through the school's complaints procedure, and if the complaint is not resolved, the issue can be escalated to the Department's school complaints unit.

Janet Daby: Religious education helps children to grow up with an understanding of and respect for people from different religious, ethnic and cultural backgrounds. It is also a statutory requirement, but the Religious Education Council tells me that 40% of all schools give no hours to RE in year 11. Does the Minister agree that the Department needs to better support schools to ensure that they are meeting their obligations to teach RE?

Nick Gibb: I agree with the hon. Member. Good quality religious education can help to develop children's knowledge of the values and traditions of Britain and other countries, and foster understanding among different faiths and cultures. At a national level, the proportion of time secondary schools spend teaching RE has actually remained broadly stable. It was 3.2% of all teaching hours in 2010 and 3.3% in 2019.

Source: <https://hansard.parliament.uk/commons/2020-10-12/debates/D4C4FA2A-9950-4149-B266-6CAEEA74DFFC/ReligiousEducationMaintainedSchools>

SACRE members should note that the figure of 3.2% (about 50 minutes per week) is distorted by the inclusion of schools with a religious character who typically allocate more time to RE than other schools. According to the school workforce data which includes 85% of schools. The average hours offered by all schools (2941) is 3.1% but schools including academies with a religious character (546) offer 6.9% whereas Academies without a religious character (493) offer 2.2% - only about 33 minutes

How is this reflected in our area? How should we be engaging with schools about timetable time for RE?

A parental complaint about RE in an academy leads to a school reinstating the subject

The minister for schools; Nick Gibb MP has repeatedly suggested that people concerned about the level and quality of provision for RE to use the statutory school and academy complaints process. NATRE was approached by a parent who was dismayed that discrete lessons in RE were being replaced by a combined life skills style programme and wanted to challenge the academy about it. The document below sets out the two-year journey towards the re-establishment on RE at the academy. We hope that it demonstrates that it is possible to take action when pupils are not receiving their entitlement to RE and secure a change.

Read about the complaint [here](#)

Might these grounds for complaint also apply to any Thurrock Academies? Should Headteachers and Governors be made aware of this case?

Theos' latest report 'Worldviews in Religious Education launched on 21st October

Theos aim is to stimulate the debate about the place of religion in society, challenging and changing ideas through research, commentary and events. The notice for the launch event explains the context for this new report as follows:

How RE is taught in schools is a central pillar of any society's religious literacy, challenging false assumptions and expanding young minds to consider the role of religion and belief in a modern world. In 2018, the Commission on Religious Education launched new proposals for a paradigm shift in the subject, broadening the focus of RE in English schools to a consideration of "Religion and Worldviews". However, while many RE professionals have embraced the proposed changes, including the focus on worldviews, the proposed shift generated considerable debate and has not yet been adopted by the government.

The event will be held on Zoom and you can sign up for it [here](#)

Do SACRE members feel that they have sufficient understanding about the concept of worldviews? Should we place the subject on the Agenda for a future meeting?

Increase in the number of secondary trainees

The number of **trainee teachers for RE is increasing**, with the provision for Subject Knowledge Enhancement courses proving to be a real help to those entering the profession with degrees in other Humanities subjects.

While it is good to see this increase, these trainee teachers will need to spend time in schools with good RE teachers in order to develop their own practice and become good RE teachers themselves. This year we have recruited almost 100 extra trainees and exceeded the government's target.

Removal of the bursary for those training to be secondary teachers of RE

The table below shows the changes to the availability of bursaries for those training to be teachers (announced on 13th October 2020).

Subject	2020-2021		2021-2022	
	Bursary	Scholarships	Bursary	Scholarships
Art and Design	£9,000	£0	£0	£0
Biology	£26,000	£0	£7,000	£0
Business Studies	£9,000	£0	£0	£0
Chemistry	£28,000	£26,000	£24,000	£26,000
Classics	£26,000	£0	£10,000	£0
Computing	£28,000	£26,000	£24,000	£26,000
Design and technology	£15,000	£0	£0	£0
English	£12,000	£0	£0	£0
Geography	£17,000	£15,000	£0	£0
History	£9,000	£0	£0	£0
Languages	£28,000	£26,000	£10,000	£0
Music	£9,000	£0	£0	£0
Physics	£28,000	£26,000	£24,000	£26,000
Primary with mathematics	£6,000	£0	£0	£0
RE	£9,000	£0	£0	£0
Secondary mathematics	£28,000	£26,000	£24,000	£26,000

www.gov.uk/government/publications/funding-initial-teacher-training-itt/funding-initial-teacher-training-itt-academic-year-2021-to-2022

What are the implications of this decision for Thurrock Schools? Can we discover how many teachers of RE have post-A level qualifications in the subject? (School workforce)

Materials available for self-isolating pupils, socially distanced RE and any future lockdowns

To help teachers during this difficult time, RE Today is working hard to support NATRE by producing resources that ALL teachers can use and share with pupils and parents in order to support with home learning and also socially distanced RE in schools.

If teachers wish to sign up for the updates to inform you of new resources, then please sign up to the mailing list on the NATRE website. We have also made further resources available for NATRE members.

Access resources

Strictly RE: Online training for teachers

Date: 30 & 31 January 2021 (PLUS additional seminars leading up to Strictly!)

Location: Online

Full price: £100* (Price includes downloadable handouts and presentations from all sessions).

EARLY BIRD DISCOUNT! Book before 31 October - only £85!

Prices start as low as £45 for NATRE members*

*NATRE members discounts available on top of early bird (Bronze: £20 off, Silver: £30, Gold & Platinum: £40).

Strictly RE is back, this time NATRE will be hosting its national annual conference online to keep you all safe, whilst still giving you everything you love about Strictly RE without having to leave your home.

With 24 seminars, 4 Keynotes, networking and discussion opportunities, Saturday night entertainment, we have something for everyone. There's lots to choose from, and we hope that you will **pick and mix** from across the month and weekend to create a programme that works for you. You do not have to attend a seminar at every time slot.

Keynote speakers include Richard Kueh, OFSTED RE subject specialist, Christine Counsell on curriculum construction and progression in RE, a panel on worldviews in RE and a panel on Anti-racist RE.

NATRE will be running twilight sessions throughout January, culminating in a weekend of keynotes, seminars and networking. These will be announced soon! Delegates who have already booked a place will be the first to hear about them and book their sessions.

Book soon to avoid missing out on the early bird discount which ends 31 October 2020.

Find out full details and book here

[How can we encourage teachers from our area to attend?](#)

Deborah Weston

4 November 2020	ITEM: 7
Standing Advisory Council on Religious Education	
Work Plan Review and Update for 2020-2021	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston, Associate Adviser for Religious Education	
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills	
Accountable Director: Shelia Murphy, Corporate Director of Children’s Services	
This report is Public	

Executive Summary

A work plan for 2020-21 was agreed at the Autumn Term meeting in 2019. Members considered the non-statutory guidance on RE made links between it and the planned actions for 2019-2020, This report proposes a review of that plan and some suggestions for 2020-2021

1. Recommendation(s):

1.1 That SACRE members review the workplan for 2019-2020 and consider the recommendations for work in 2020-21

2. Introduction and Background

This workplan sets out a list of objectives for SACRE based on the responsibilities for SACRE described in the non-statutory guidance. For each of these responsibilities, there follows a set of actions and success criteria.

3. Issues, Options and Analysis of Options

- 3.1 The scope of work plan must take account of the current SACRE budget which comes from the CSSB (central schools services block) of funding which is allocated to each local authority.
- 3.2 National and local developments in RE or in education more generally may require SACRE to edit the plan during the year.

4. Reasons for Recommendation

- 4.1 A well designed workplan specifies objectives for a committee, actions to meet the objective, criteria to evaluate the success of the actions and timelines for completion of the goals.

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 all three 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: **Lucinda Bell**
Education Lawyer

The legal duties on the advisory council are set out in section 391 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.

This report asks that the workplan is reviewed and recommendations are considered. No other decision is required.

7.3 Diversity and Equality

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

SACRE will continue to dedicate time for the discussion of the way in which religious education can help improve the level of community cohesion in Thurrock. The Agreed Syllabus is specific about the expected outcomes of teaching of religious education in this respect. The teaching of RE should 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 - Developing an action plan for SACRE – second draft
- Appendix 2 - **SACRE WORK PLAN 2019-20**

Report Author:

Deborah Weston

Associate Adviser for RE

Appendix 1

Developing an action plan for SACRE – second draft

Introduction: The role and responsibility of a SACRE From Religious Education in English Schools DCSF (2010)

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
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA
- send a copy of the report to the DfE
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

A SACRE should:

- monitor the provision and quality of RE taught according to its agreed syllabus, together with the overall effectiveness of the syllabus
- 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
- in partnership with its LA, consider whether any changes need to be made in the agreed syllabus or in the support offered to schools in the implementation of the agreed syllabus, to improve the quality teaching and learning of RE
- offer advice to the LA, and through the LA to schools, concerning how an existing agreed syllabus can be interpreted so as to fit in with a broad, balanced and coherent curriculum.

A SACRE may:

- require its LA to review the agreed syllabus and, if after discussion a vote is taken on this matter, the LA group on SACRE is not entitled to cast a vote. A majority decision by the three other committees is sufficient
- decide to advise the LA on matters related to its functions to the LA – equally, an LA may decide to refer matters to its SACRE
- co-opt members who are not members of any of the four groups
 - such co-opted members may provide educational expertise, young peoples' views or religious and non-religious views that reflect a diverse multi-cultural society.
- However, on any question to be decided by a SACRE, its constituent groups each have a single vote but co-opted members do not have a vote.
- Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many

SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

Appendix 2

SACRE WORK PLAN 2019-20 (Suggestions for addition in 2020-2021 in red) To meet the statutory duties of a SACRE

Objective	Action	Responsibility	Date	Success criteria
1. SACRE meetings are planned and dates published annually	Agenda planning Liaison with relevant council departments Meeting preparation Report writing Meeting attendance Minute taking Publication of meeting agendas and minutes	Clerk, Chair, Adviser LA representative, members	Termly SACRE meetings	Meetings are effective meetings with actions followed up between meetings Members have a working knowledge of <ul style="list-style-type: none"> issues affecting RE in the area the Agreed Syllabus for RE an understanding of the responsibilities of SACRE
2. SACRE have the opportunity to consider national developments in relation to RE in Thurrock	Consider relevant material from National organisations (AREAIC, NATRE, NASACRE as well as the DfE, Ofsted and Thurrock Council departments	Adviser	As information is published	Items on the Agenda for each meeting, Attendance at relevant meetings e.g. NASACRE AGM Minutes record discussions and actions
3. Produce annual report of the work of SACRE including advice to the council.	Collate information, source data and draft report Ensure final report presented to LA Send copy to Department for Education and to NASACRE	Adviser to draft Chair to write introduction Clerk to circulate. Elected representative to present to council	Spring Term (to account for data publication dates)	Completed draft in time for Spring meeting Report presented to council Copies sent to all schools Copy acknowledged by DfE
4. Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Thurrock	Officers to identify schools to host virtual visits for a sample of primary and secondary schools Members undertake school visits Members to hold online discussions with subject leaders Committee considers school reports	SACRE members at least one per year	Up to 4 school visits - 2 per term	Meaningful visits or discussion completed, and reports discussed at SACRE meetings.

5. Provide information on the RE curriculum to schools including through training	Update schools on current developments in RE (NATRE and other material requested by SACRE) Host a SACRE Youth Conference to model high quality provision to teachers of RE [Note: the summer Conference was postponed due to the pandemic. Might a virtual conference be planned if a face to face event is not possible in summer 2021]	Adviser Adviser and RE Today	Termly Annually - Summer Term subject to funding	Schools in receipt of material Teachers respond to material received Teachers raise questions to the adviser
6. Monitor provision for RE and Collective Worship	Source and present national and local data as follows: <ul style="list-style-type: none"> - GCSE validated and unvalidated results and entries (local and national) - School workforce data (local and national) - Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local) - Review school websites - Write to schools about findings - Sample collective worship policies 	Adviser All SACRE members LA representative	Annually	LA respond to advice offered on strengths of RE and collective worship, and areas in need of development Schools respond to feedback on their websites and policies
7. Evaluate SACRE work and establish priorities	Item at autumn term meeting	All SACRE members	Autumn term meeting	Evaluation identified success criteria are met

Schedule 2020/21		
Date of meeting	Subject	Objective (note – objectives 1 and 2 apply to all meetings)
Autumn 2020	<ul style="list-style-type: none"> • National developments - update • Monitoring provision via school workforce data • Review of membership and attendance • Evaluation of work plan • Review of provision via school website - proposed template 	<ul style="list-style-type: none"> • 6 • 7 • 2 • 6 6
Spring 2020	<ul style="list-style-type: none"> • Monitoring provision via GCSE and A level results • Annual report approval • Relationships: <ul style="list-style-type: none"> ○ Schools and Academies ○ the Council ○ Governors ○ Communities of religion and belief ○ Thurrock work on Community Integration ○ NASACRE ○ Youth Cabinet ○ Regional Schools Commissioners 	<ul style="list-style-type: none"> • 6 • 3 • 4+5
Summer 2020	<ul style="list-style-type: none"> • Standards and Achievements in RE in schools • Review of SACRE website • Review of Collective Worship and right of withdrawal • Review of SACRE Youth Conference • Annual report including GCSE results • Ofsted Framework on RE – latest reports [postponed from autumn term] 	<ul style="list-style-type: none"> • 6 • 6 • 6 • 5 • 4 • 7 • 6