

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

Standing Advisory Council on Religious Education

The meeting will be held at **6.30 pm** on **3 November 2021**

This meeting will take place via Microsoft Teams.

Membership:

Committee A:

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
Vacancy, Free Church Christian Member

Committee B:

Mr P Anderson, Church of England Member
Mrs L Fry, Church of England Member
Lola Olajide, Church of England Member
Vacancy, Church of England Member

Committee C:

Ms H Martins, Teachers' Associations
Ms J Culloty, Teachers' Associations
Ms A Jellicoe, Teachers' Associations
Ms D Webster, Teachers' Associations
Mrs C Pumfrey, Teachers' Associations
Vacancy, Teachers' Associations

Committee D:

Councillor G Collins
Councillor M Kerin
Councillor J Thandi

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 16 June 2021.
- 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 Public Perception of Religious Education** **11 - 16**
- 6 Monitoring Provision for RE in Thurrock Schools** **17 - 28**
- 7 Update on National Developments and Opportunities** **29 - 38**
- 8 Work Plan Review and Update for 2021/2022** **39 - 46**
- 9 Any Other Business**

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: **26 October 2021**

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Access to Information and Meetings

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1. If you are feeling ill or have tested positive for Covid and are isolating you should remain at home, the meeting will be webcast and you can attend in that way.
2. You are recommended to wear a face covering (where able) when attending the meeting and moving around the council offices to reduce any chance of infection. Removal of any face covering would be advisable when speaking publically at the meeting.
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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 on Religious Education held on 16 June 2021 at 6.30 pm

Committee A: Mrs R Saul, Ms H Kaur, Mr T Ojetola and Mr Kariyawasam

Committee B: Mr P Anderson, Mrs L Fry and Mrs L Olajide

Committee C: Ms D Webster and Mrs C Pumfrey

Committee D: Councillor Kerin

Apologies: Ms J Culloty, Ms A Jellicoe, Councillor Collins and Andrea Winstone, Strategic Lead for School Effectiveness and SEND

In Attendance: Deborah Weston, Associate Advisor for Religious Education
Kenna-Victoria Healey, Senior Democratic Services Officer

1. Minutes

The minutes of the Standing Advisory Council on Religious Education held on 6 January 2021 were approved as a correct record subject.

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 Mr Ojetola and seconded by Councillor Kerin, that Mr Anderson be appointed and remain as Chair of the Committee.

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

RESOLVED that:

- 1. That Mr P Anderson be appointed as Chair of Thurrock SACRE.**
- 2. 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. Reviewing the Agreed Syllabus for Religious Education

The Associate Advisor for Religious Education presented the report explaining every Local Authority was required to establish and support an occasional body called an Agreed Syllabus Conference (ASC). She advised the last review was undertaken in 2016 and the current Agreed Syllabus was approved.

During discussions members were advised a survey was to be circulated to all schools for teachers to give their views on the current document which had been taught within Thurrock schools and the ASC would form the same four committees as SACRE.

Mr Anderson, Chair of SACRE proposed that members formed the ASC this was seconded by Councillor Kerin. SACRE agreed to form the Agreed Syllabus Conference for the remaining of Item 6.

The Associate Advisor for Religious Education explained the options open to SACRE were:

- A. To renew the license with RE Today which included a supplement to insert into the current syllabus (2016/2021) this would be circulated electronically to schools following the Agreed Syllabus.
- B. That SACRE could adopt RE Today's most recent syllabus model B
- C. SACRE could commission a bespoke new Agreed Syllabus with assistance from RE today.

During discussions it was clarified the ASC were not required to choose a particular option to move forward with at this meeting however were to discuss the pros and cons with regards to each option. It was commented that within option A the update would include an expanded SEND guidance, revised and re-written guidance on assessments, and local demographic information in relation to Key Stage 3 units such as Islam, SIKHI and Buddhism.

It was noted for option B the syllabus would include some of the key updates from option A, and was created in 2017 by RE Today as a new syllabus model. Members heard that some of the questions included were very similar to the current syllabus however its approach was slightly different.

Option C could fulfil statutory duties by requiring a full local review of the agreed syllabus and would include a process such as setting up the agreed syllabus conference, serving teachers, receiving an initial draft by the Associate for Religious Education, approval by SACRE and the Local

Authority and finally receiving a final copy of the syllabus in either a paper or online version.

Members of SACRE queried as to the cost of the license if they were mindful to adopt the syllabus from RE Today. The Associate Advisor for a Religious Education explained the license included permission for each local school to use the syllabus, hardcopies of the syllabus support document supplied as PDF to each school and the Local Authority. It was noted the syllabus itself would remain the copyright of RE Today. Members further heard there was a cost between £20,000 and £30,000 should they be mindful to write a new bespoke syllabus. The Associate Advisor for Religious Education highlighted the potential timeline for the ASC and this was noted and agreed by members.

During discussions members sought confirmation if they were to choose option A whether it be possible to create a 'wish list' for teachers following the survey, as to topics or help they may like to be included with regards to the syllabus and or any supporting guidance. It was observed as to whether it would be possible to modify the syllabus to suit schools individually with regards to them being either Academies or Local Authority Schools.

SACRE were advised by the Associate Advisor that depending on the option RE Today would draft the document in the first instance for SACRE to review and this would include any modifications.

RESOLVED that SACRE Members:

- 1. Convene an Agreed Syllabus Conference**
- 2. Agree to begin the process of reviewing the agreed syllabus by conducting a survey of teachers**
- 3. Agree the proposed timeline**
- 4. Consider some of the options for the review presented in Appendix 1 from RE Today and the supplemental pdf (model b)**

At 7:12 pm Mr Ojetola as Vice-Chair of Committee A took the role of Chair as Mr Anderson had technical difficulties.

6. GCSE entries and results in Thurrock 2020

The Associate Advisor for Religious Education explained the report compared GCSE entries and results for - Studies with national data and explored the extent to which the trends for schools in Thurrock reflects those nationally.

During discussions members commented they felt the Council didn't promote Religious Education within schools enough for example some schools were not teaching the faith of Sikhi.

Mr Anderson returned to the meeting at 7:25 pm and returned to the role of Chair.

It was observed by Ms Olajide she felt primary Religious Education was used as a filler subject unless the school was a faith school, as they did not see Religious Education as an important subject, she continued by stating it was important for children to learn about Religious Education from an early age.

SACRE noted that 74% of Thurrock children were achieving a grade of 9-4 of those entered to the full course, this was 78% nationally and the average attainment eight score of all pupils of a 1 or 2 grade was 48% compared to 50% nationally.

It was highlighted that Thurrock appeared in position 49 out of 150 local authorities when ranked according to entries for GCSE Religious Studies. The highest ranked authority entered 77% and the lowest 11%. The average point score for all subjects in Thurrock Schools is around 2 points (half a GCSE grade) lower than the national average. The Chair observed that pupils entering a full course at GCSE was at 25% for Thurrock compared to 39% nationally.

RESOLVED that SACRE:

- 1. Informs school leaders, multi-academy trusts and governors about the findings of this research and**
- 2. Requests that they consider how the study of Religious Education as part of a broad and balanced curriculum appears to have an impact on pupil attainment overall.**

Mr Ojetola left the meeting at 7.36pm

7. Ofsted Research Review on Religious Education 2021

The Associate Advisor for Religious Education explained the report related to the new education inspection framework from OFSTED and highlighted the findings of OFSTED in the review into what constituted high quality artery within schools.

During discussions it was commented the review recognised there was no single way of teaching high-level religious education and furthermore it highlighted some common features;

- The curriculum was well sequenced to sure the peoples left knowledge they needed for later topics;
- There was consideration of when people should relate the context to that own personal knowledge;

- It was felt there was adequate time given to religious education for Ari leaders to deliver an ambitious curriculum, and
- There was also significant training and professional development for teachers to have an appropriate subject professional knowledge.

Mr Anderson touched on the topic of weak framing of how the RE curriculum was classified was perhaps an indication of the extent to how a school prioritised Religious Education, an example of this was when RE was taught within PSHE or alongside other subjects which would limit the curriculum pupils could learn.

RESOLVED that SACRE:

- 1. Agree to share information about the key findings of this review with Headteachers, Governors and multi-academy trusts and some excerpts to stimulate discussion.**

8. Any Other Business

The Associate Advisor for Religious Education updated SACRE with regards to the spirited art competition, it was explained that five members of SACRE had returned their marking forms and there was only one week until the competition closed. She continued by asking if SACRE members could return their markings of the artwork submitted by children across the borough. MR Kariyawasam explained he had collated a form to be able to mark the artwork and offered to circulate this via Democratic Services to all members. It was agreed to extend the deadline for one week to Friday 25th June to allow members of SACRE to submit their markings.

The Associate Advisor for Religious Education wanted to offer her thanks to Sue Lamkin for all of her help and assistance with making the spirited art competition successful.

The meeting finished at 8.05pm

Approved as a true and correct record

CHAIR

DATE

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

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3 November 2021	ITEM: 5
Standing Advisory Council on Religious Education	
Public Perception of Religious Education	
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 findings of a survey about public perceptions of Religious Education with suggestions for actions by SACRE

- 1. Recommendation(s) that SACRE:**
 - 1.1 Review the summary of the survey (see Appendix 1)**
 - 1.2 Consider the relevance of the points for RE in Thurrock**
 - 1.3 Write to school leaders and governors to make them aware of the survey and its results**
 - 1.4 Write to teachers to suggest they use the infographic in open evenings or options consultations.**
- 2. Introduction and Background**
 - 2.1 One of the challenges for teachers of religious education is that parents and the wider public often have misconceptions about the subject. These misconceptions may be passed on to children and impact on their attitude to the subject. Some parents may even request withdrawal from RE on the basis of their own experience of RE at school or because they think it is about religious nurture.

2.2 The findings of the survey are as follows:

On understanding religious and non-religious worldviews:

- Around two-thirds of UK adults say it's important to understand the beliefs of others in at least four contexts:
 - In everyday life (69%)
 - In relationships with friends and family (65%)
 - In school (65%)
 - In local communities (64%)
 - In the workplace (61%)
- Two-thirds (64%) think that an understanding of their own beliefs is important to them, while over half (57%) agree that this understanding has a positive impact on their wellbeing

On the importance and role of Religious Education:

- Nearly two-thirds (64%) of UK adults think that it is important that RE is part of the school curriculum today
- Two-thirds (65%) of respondents agree that RE has an impact on people's ability to understand each other in wider society
- 71% stated that RE should reflect the diversity of backgrounds and beliefs in the UK today

2.3 The main conclusion is that:

Most UK adults think that RE should be taught in schools, with the majority agreeing that it helps young people understand and respect others' beliefs, regarded by many as important in a variety of social and private contexts.

3. Issues, Options and Analysis of Options

3.1 Schools need to be informed about educational research, especially when it affects a curriculum subject or relationships with parents/carers.

3.2 Likewise, SACRE needs to be aware of these issues because they impact on the delivery of RE according to the Agreed Syllabus.

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 first 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: **Becky Lee**
Community Development and Equalities Team Manager

The aim of this report is to provide information about the context for RE in Thurrock, and to address concerns. If SACRE better understand the way that the public perceive RE, they will be able to better support schools. 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, Health Inequalities and Impact on Looked After Children

- Not applicable

8. **Appendices to the Report**

- Appendix One - Religion & Worldviews Survey 2021

Report Author:

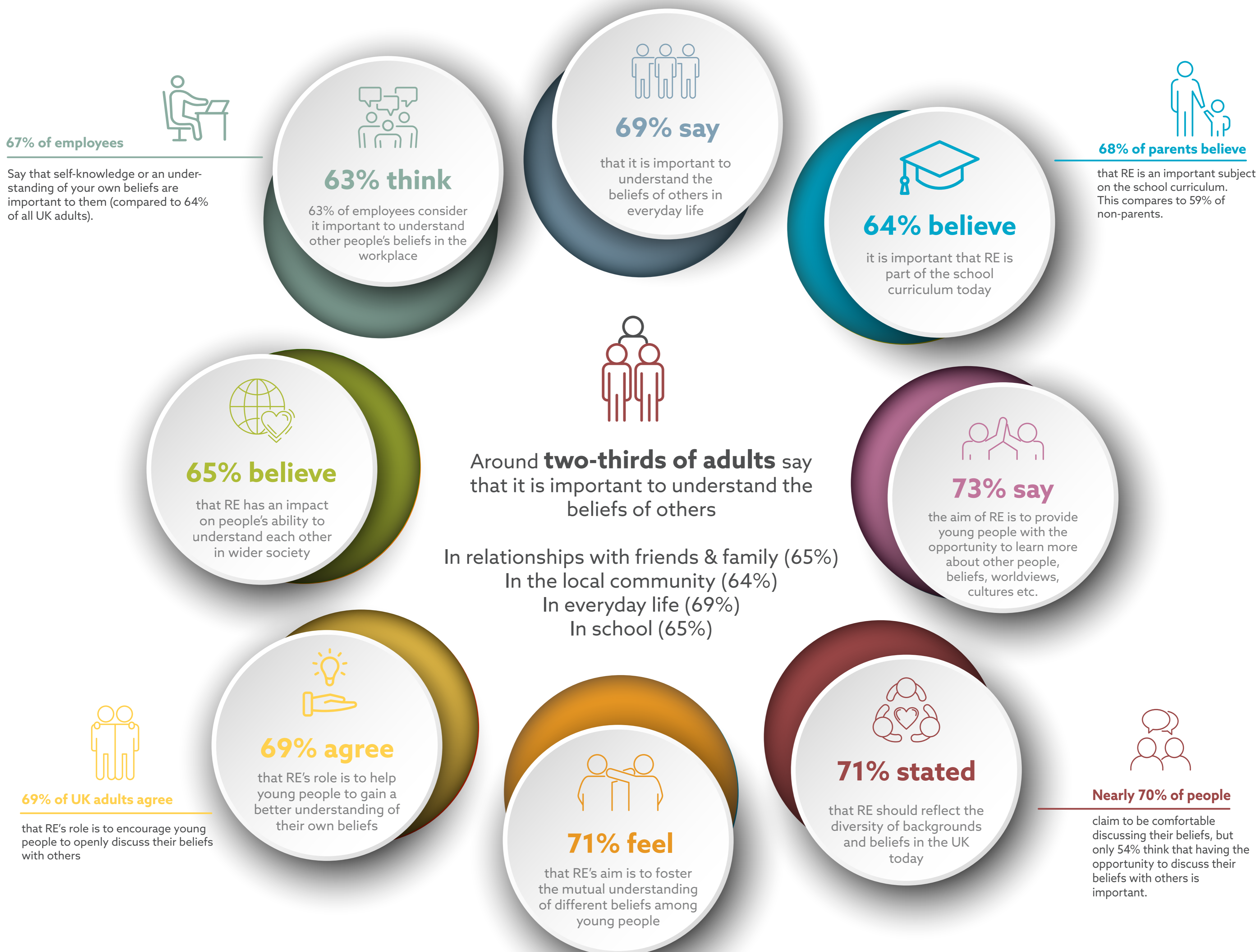
Deborah Weston

Associate Adviser for RE

Religion & Worldviews Survey 2021

Good religious education plays a vital role in equipping young people with the skills and knowledge they need to thrive in today's modern, diverse society and workplace.

In Spring / Summer 2021, Culham St Gabriel's Trust, in collaboration with Savanta, surveyed the British public on their views of the benefits of understanding religious or non-religious worldviews, and the role of RE in schools. The following results are based on 2,000 responses from UK based adults.



Most UK adults think that RE should be taught in schools, with the majority agreeing that it helps young people understand and respect others' beliefs, regarded by many as important in a variety of social and private contexts.

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3 November 2021	ITEM: 6
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 tool for school self-evaluation.

- 1. Recommendation(s) that SACRE:**
 - 1.1 Consider the school workforce data for 2021 in the Appendix 1 and The REQM criteria for reviewing primary school provision in Appendix 2**
 - 1.2 Ask the LA officer to include the following information in conversations with schools:**
 - 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.

1.3 Consider the RE Quality Mark template for school self-evaluation and ask the Associate Adviser to circulate it to schools for completion

2. Introduction and Background

2.1 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

2.2 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 A census of the school workforce is carried out annually and for secondary schools, this includes data about the number of hours of provision for each year group for each subject of the curriculum.

3.2 These methods of collective information on provision for RE cannot be used in isolation but the results should complement other data and school self-evaluation.

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;
- 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 first 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: **Becky Lee**
Community Development and Equalities Team Manager

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, Health Inequalities and Impact on Looked After Children

- Not applicable

8. Appendices to the Report

- Appendix One - The school workforce data for 2021
- Appendix Two - The REQM criteria for reviewing primary school provision

Report Author:

Deborah Weston

Associate Adviser for RE

School name	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% all hours - RE 2020	% all hours - RE 2019	Change from 2019 to 2020 in total hours of RE	Reporting issues/changes from 2019
The Hathaway Academy	Academy sponsor led	5.9	6.5	4.0	1.2	1.2	3.7	0.7	Increase	Hathaway now accurately reporting RE
Ortu Hassenbrook Academy	Academy converter	4.9	5.1	5.0	0.0	0.0	2.7	3.2	Decrease	Ortu now reporting RE 7-9 -not 10-11
Harris Academy Riverside	Free schools	.	.	.	.	.	.	.	.
Harris Academy Ockendon	Academy converter	0.0	0.0	0.0	0.0	3.6	1.2	3.3	Decrease	
Orsett Heath Academy	Free schools	2.2	.	.	.	.	2.2	.	unavailable	
Thames Park Secondary School	Free schools	4.2	.	.	.	.	4.2	.	unavailable	
Harris Academy Chafford Hundred	Academy converter	4.4	3.9	3.9	0.0	0.0	1.5	0.9	Increase	Harris now reporting RE 7-9. RE and Philosophy both reported
Grays Convent High School	Voluntary aided school	10.8	10.6	9.3	9.9	9.9	10.1	8.3	Increase	
William Edwards School	Academy converter	4.8	3.8	4.4	2.9	1.1	3.3	2.5	Increase	Now reporting some provision for year 11 but no whole cohort
Ortu Gable Hall School	Academy converter	.	.	.	.	.	.	.	.	Not sure what has happened here. Looks like there has been a cut in provision or mis reporting
St Clere's School	Academy converter	5.3	5.1	2.6	0.0	0.0	2.4	2.7	Decrease	
The Gateway Academy	Academy sponsor led	3.8	4.5	10.1	9.5	0.0	5.5	5.5	Decrease	

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THE RELIGIOUS EDUCATION QUALITY MARK:

*celebrating outstanding practice
in the study of religion and worldviews*

Award criteria for September 2020

Strand 1 Learning

BRONZE	SILVER	GOLD
1. Learners are given opportunities to respond to and to ask deep questions, and/or explore big ideas, and are beginning to shape their knowledge and understanding about religious and non-religious worldviews through enquiry and discussion	1. Learners respond to deep questions and/or big ideas thoughtfully, demonstrating a willingness to go more deeply into their knowledge and understanding of religious and non-religious worldviews	1. Learners demonstrate the breadth and depth of their knowledge and understanding, recognising the influence that religious and non-religious worldviews have had on human development and cultures
2. Learners connect their knowledge and understanding with other curriculum areas and the local community	2. Learners connect their knowledge and understanding with national issues or current events	2. Learners link their knowledge and understanding with ethical and philosophical questions, current global issues and events
3. Learners use opportunities to explore religious and non-religious worldviews through a variety of creative sources, expression and media	3. Learners have opportunities to explore and analyse religious and non-religious worldviews, including their own, through a variety of sources and media	3. Learners express their knowledge and understanding about religious and non-religious worldviews, including their own, through a variety of media and forms of communication
4. Learners have opportunities for spiritual, moral, social and cultural development through first-hand experience including people and places from a variety of religious and non-religious worldviews	4. Learners show their spiritual, moral, social and cultural (SMSC) development through their awareness of dialogue within and across religious and non-religious worldviews	4. Learners show spiritual, moral, social and cultural (SMSC) development through their positive engagement in dialogue about diversity, within and across religious and non-religious worldviews
5. Learners make good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed, and outcomes show that learners make very good progress in relation to their age, ability and prior learning	5. Learning is regularly reviewed and assessed and outcomes for some groups and individuals are exceptional in relation to their age, ability and prior learning
6. Learners discuss next steps in their learning with each other and with their teacher	6. Learners show evidence of independent enquiry and associated learning, within or outside school	6. Learners are beginning to co-design their own learning in order to promote their progress and achievement
7. Learners are sharing what they have discovered within the class and are confident in giving and receiving feedback to each other	7. Learners are sharing what they have discovered within the wider school community	7. Learners celebrate and share what they have discovered within the wider education community

Strand 2 Teaching

BRONZE	SILVER	GOLD
1. Teachers have secure subject knowledge in the relevant areas of the taught curriculum	1. Teachers have effective subject knowledge across the whole subject curriculum	1. Teachers have high expectations of learners and the subject leader demonstrates exceptional subject knowledge
2. Teachers' planning builds on learners' prior knowledge and promotes deeper learning in the subject	2. Teachers' planning builds on learners' prior knowledge and enables most learners to deepen their understanding of religious and non-religious worldviews	2. Teachers build their planning on learners' prior knowledge and this enables all learners to deepen their understanding of religious and non-religious worldviews
3. The quality of teaching in most lessons is recognised as effective	3. The quality of teaching in most lessons is recognised as highly effective	3. The quality of teaching overall is recognised as exceptional
4. Different teaching strategies that promote an appropriate depth of learning are piloted and reviewed by all staff	4. Research based teaching strategies promoting an appropriate depth of learning and intellectual curiosity about learning are employed by most teachers	4. Research based teaching strategies securing an appropriate depth of learning are used by teachers to secure intellectual curiosity and scholarship
5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data is well managed to track group and individual progress, and to promote future achievement for all	5. Teachers use agreed criteria to set age appropriate learning sequences and assessment data to track group and individual progress, and secure appropriate achievement for specific groups and individuals	5. Teachers use agreed criteria in planning and assessment data is well managed to track group and individual progress, and to secure exceptional achievement for specific groups and individuals
6. Teachers create appropriate respectful environments where most learners feel confident to agree, or agree to disagree	6. Teachers create respectful environments where all learners feel confident to agree, or agree to disagree	6. Teachers and learners create appropriate respectful environments where a range of controversial issues and topics are discussed and critiqued
7. Teachers plan learning that promotes high-level thinking	7. Teachers plan learning that secures high-level thinking and an appropriate depth of understanding	7. Teachers' planning secures high-level thinking and a secure depth of understanding

Strand 3 Curriculum

BRONZE	SILVER	GOLD
1. The curriculum and school plans fulfil the appropriate syllabus requirements for all groups of learners	1. The curriculum encompasses relevant topics and appropriate material beyond the required syllabus in order to respond to most learners' needs and enquiries	1. The curriculum is innovative and creative leading to full engagement of all groups of learners across all the age and ability ranges
2. The curriculum makes a coherent contribution to the wider school curriculum through creative planning linked to other areas of knowledge and understanding	2. The curriculum makes a significant contribution to the wider school curriculum and has a visibly high profile	2. The curriculum is understood and appreciated across the school and within the wider school community
3. The curriculum is broad and balanced and provides engaging opportunities and this supports learners' spiritual, moral, social and cultural development	3. The curriculum includes opportunities to respond to issues specifically connected with religious and non-religious worldviews in the local community and this supports learners' spiritual, moral, social, and cultural development	3. The curriculum includes space for responses to national and global issues connected with religious and non-religious worldviews and this supports pupils' spiritual, moral social and cultural development
4. The curriculum's aims and intentions are clearly communicated to all teachers of the subject	4. Curriculum outcomes and impact are shared with the wider school community	4. Curriculum outcomes and impact are shared with other schools and local networks/organisations
5. The curriculum uses a range of appropriate materials clearly identified and intended to develop knowledge and conceptual understanding of religious and non-religious worldviews	5. The curriculum is implemented in flexible but clearly identified ways to secure most learners' knowledge and conceptual understanding	5. The curriculum has a discernible, beneficial and lasting impact on the knowledge and understanding of all groups of learners
6. The curriculum is implemented to promote among teachers and learners an understanding of diversity in religious and non-religious world views	6. The curriculum promotes an accurate understanding of diversity within individual religions and non-religious worldviews	6. The curriculum promotes an understanding of the complexities of religious and non-religious identities
7. The curriculum contributes to whole school work to challenge prejudice and discrimination and to promote agreed and shared values	7. The curriculum helps teachers and learners to recognise stereotypes of religious and non-religious people and to challenge discrimination	7. The curriculum is innovative in its approaches to inclusivity and diversity and is effective in its impact

Strand 4 Leadership

BRONZE	SILVER	GOLD
1. The subject has an effective leader who has a clear intention and rationale for curriculum design, teaching, and learning, and communicates this to other subject teachers	1. The subject leader demonstrates a clear, coherent, and developed intention for the learning and teaching that is fully integrated into all aspects of the curriculum design	1. The subject leader demonstrates a deep and robust intention for learning, teaching that flows throughout the planning and implementation of the curriculum design
2. The subject has robust self-evaluation and development planning that is informed by whole school priorities, the appropriate syllabus and the views of learners	2. The subject makes contributions to wider development priorities within the school's agenda and planning	2. The subject's professional leadership has led whole school improvement and development
3. The subject is well resourced in relation to other comparable subjects in the curriculum	3. Staff and pupils recognise the quality of the subject's resources and use them effectively	3. The subject leader is embedding high quality systems to ensure sustainability and succession planning for the subject and senior leaders ensure appropriate CPD for all relevant staff
4. All relevant school policies connected with the subject are articulated clearly and in place	4. All relevant school policies connected with the subject are regularly reviewed, accessed and implemented by all staff	4. Senior leaders and governors engage in innovation and creative plans for the future development of the subject in the light of national conversations
5. The work of the subject leader shows a commitment to inform themselves of practice outside their own context, and this is recognised by the senior leaders and governors.	5. The subject leader is supported by senior leaders and governors in relevant and up to date continuing professional development, participates in relevant local organisations and professional development networks	5. Governors and senior leaders ensure that the subject is secure, and has a high profile in school and in the wider school and local community
6. The subject leader recognises the contribution the subject makes to learners' spiritual, moral, social and cultural development and to other aspects of the school's development plan/priorities	6. The subject leader ensures that the subject's contribution to the school's wider priorities is monitored and reviewed	6. The subject leader provides highly effective approaches to whole staff development to support school priorities and to assist other schools locally, nationally and/or internationally
7. The subject leader knows about the standards of teaching and learning across the school and uses appropriate and agreed methods of the monitoring	7. The subject leader's monitoring is supported through the clear identification of individual and group professional development needs among the staff	7. The impact of monitoring and overall leadership is a confident and well qualified teaching team
8. Commitment to inform themselves of practice outside their own context	8. Commitment to connect with other RE professionals	8. Commitment to support local and/or regional groups

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3 November 2021	ITEM: 7
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) that SACRE:

- 1.1 Review the information collected (see Appendix 1)
- 1.2 Evaluate the relevance of each section for RE in Thurrock
- 1.3 Share the attached update with schools and their governing boards

2. Introduction and Background

- 2.1 In the period since the last SACRE meeting, a number of developments have taken place. 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 first 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: **Becky Lee**
Community Development and Equalities Team
Manager

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, Health Inequalities and Impact on Looked After Children

- Not applicable

8. **Appendices to the Report**

- Appendix One - National RE Updates for SACREs - Summer 2021

Report Author:

Deborah Weston

Associate Adviser for RE

National RE Updates for SACREs

Summer 2021

Research into public perception of an education in religion and worldviews

In summer 2021, Culham St Gabriel's Trust commissioned a survey to understand more about public perception of an education in religion and worldviews. The language used in the questions was chosen to try to avoid these misconceptions and to collect a more accurate set of data about what people thought about modern RE.

Some key findings:

Nearly two thirds (64%) of the UK adult population think that an education in religion and worldviews (or RE) is an important part of the school curriculum today, new research has revealed, with a further 65% agreeing that the subject has an impact on people's ability to understand each other in wider society.

Find out more here: [Research into public perception of an education in religion and worldviews \(natre.org.uk\)](https://natre.org.uk)

How can SACRE capitalise on these findings to further improve RE provision in the LA?

Religious Studies: Public Examinations

Call for National Plan as Religious Studies GCSE entries

The number of pupils taking GCSE Religious Studies in England and Wales has fallen slightly in 2021, despite previously remaining stable since 2017. To safeguard the subject, the Religious Education Council of England and Wales and the National Association of Teachers of RE are calling for a National Plan, as recommended by the Commission on RE in 2018, to be funded by Government.

In England, RS GCSE entries for the full course fell by 2.4 percent to 221,419 compared with 226,767 in 2020. In Wales, entries rose by 3.6 percent from 9,997 in 2020 to 10,358 in 2021. Overall entries in England, including both full and short courses, fell by 3.4 percent to 237,091, compared with

245,544 in 2020. In Wales, combined entries fell by 5.4 percent from 15,436 in 2020 to 14,583 in 2021.

By comparison, GCSE entries to other humanities increased this year, with Geography entries up 4.1 percent to 274,715 and History up 0.8 percent to 286,706.

Hundreds more opt for Religious Studies at A-level in 2021

The number of Religious Studies A-level exam entries has increased 6.1 percent year on year. The subject outperformed other A-level subjects as a whole, which increased by 5.1 percent, with a greater increase than most other humanities subjects. Read NATRE's full press release here: [A Level results media release FINAL v2 10-08-21.pdf \(natre.org.uk\)](#)

*How do these figures compare with the picture in our LA?
What action (if any) should SACRE be taking?*

Inter Faith Week 2021

Inter Faith Week 2021 takes place from **14-21 November 2021, led by The** Inter Faith Network for the UK (IFN). Inter Faith Week is important for promoting mutual understanding and respect between those of different faiths and beliefs.

This year Inter Faith Week starts on Remembrance Sunday and ends the following Sunday. For details about the week, the best place to look is the [Inter Faith Week website](#) which contains a rich bank of resources for those wishing to hold events. A [new section](#) has been created for schools. It contains bespoke materials for both [Primary](#) and [Secondary](#) schools that are designed to support the delivery of a locally agreed syllabus. There is also a [Golden Rule](#) poster on eleven different faith traditions, to download for display in a classroom or meeting room.

SACREs are asked to register any Interfaith Week events here:

<https://www.interfaithweek.org/events/submit>.

For event ideas or further information, please contact Dr David Hampshire, Assistant Director of the Inter Faith Network, at david.hampshire@interfaith.org.uk.

Holocaust Memorial Day 2022

Holocaust Memorial Day is 27 January. SACREs, LAs and schools can find a wide variety of resources on [Holocaust Memorial Day Trust \(HMDT\)](#) website. The Trust is keen to encourage schools to mark HMD, especially at a time when hate crime, intolerant/extremist views, anti-Semitism and anti-Muslim hate are increasing.

The Trust also commends Generation to Generation (G2G), a charity that provides speakers to tell the family Holocaust stories online or face-to-face to a variety of audiences. Through these engaging and historically accurate presentations, integrating first-hand survivor testimony, G2G works to ensure the lessons of the Holocaust are learned, promoting tolerance of all groups in society.

To consider how G2G can support SACRE or your schools and to book a speaker, visit

<https://www.generation2generation.org.uk> or book onto a free introductory event for educators:
<https://www.generation2generation.org.uk/news/events/>

*How does SACRE support events such as Interfaith Week and Holocaust Memorial Day?
Could we be doing more?*

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

The Church of England Education Office (CEEO) has announced that SIAMS inspections will resume in the Autumn term 2021 (from 1st October 2021). SIAMS inspections were paused in March 2020. A new national team has been appointed to manage the restart and schedule inspections in the future. More information, including a list of schools likely to be inspected in the academic year 2021-2022, can be found here: [SIAMS Inspections | The Church of England](#) .

NASACRE News

NASACRE Annual AGM and Conference 2021 and 2022

2021 was NASACRE's first online conference with multiple speakers and 10 breakout rooms hosting over 200 delegates. The conference report can be found [here](#).

The 2022 AGM and Conference will be held at the **Macdonald Burlington Hotel, Birmingham, on Monday 23 May 2022**. Please put this in your diaries!

The theme is *Ambitious SACREs* and the NASACRE conference team is now beginning to pull the programme together. Thanks for all your suggestions about what you need from our training days to support your local work.

The next two NASACRE Online training sessions are:

10th Nov 2021, 7-8pm: *What do SACREs need to know and understand about worldviews?*

Description: This session will share an overview of what the term 'worldviews' means in a number of different disciplines and reflect on how it provides useful concept from which teachers feel more equipped to teach RE.

£20 for a subscribed SACRE and £30 for a non-subscribed SACRE

6 December 2021, 7-8pm: *How to apply for a WESTHILL/NASACRE award*

Description: This session will enable SACREs to consider how to make a high-quality application for the annual Westhill grants. There will be chance to hear from others who have won awards and their keys to success.

Free online session

Westhill Awards 2021-22 - the Winners

Over the last fifteen years, the Westhill/NASACRE Awards have successfully given SACREs opportunities to enhance their capacity to generate high quality experiences in RE (and collective worship) for their schools.

This year, NASACRE again encouraged and invited individual SACREs (or SACREs in partnership) to apply for an award of up to £4,000.

Here are brief outlines of the winning bids:

Bromley SACRE - Pupils being made ready to pose 'big questions' to SACRE members relating to their faith, at an interfaith dialogue event promoting the aims of the new RE Agreed Syllabus.

Leeds SACRE in association with Calderdale and Kirklees SACREs - Creating a high quality film of a local synagogue, to enable pupils to visit it virtually, with supporting materials and options for live online sessions with representatives from the community.

Nottinghamshire SACRE - Pupils in Years 5/6 discovering the impact faith can have through exploring adherents' involvement in social projects, and then creating resources for use across the county.

Tameside SACRE - Training and accrediting educators from faith communities, allied with support to schools and resource materials, thus promoting more effective visits to faith centres.

Wolverhampton SACRE - Mounting two day-conferences for Secondary pupils, to develop teaching resources for exploring faith perspectives on diversity and racial equality.

NASACRE is running a free online session as part of their training programme on 6 December 2021, 7-8pm: How to apply for a WESTHILL/NASACRE Award

How can SACRE engage with NASACRE in the coming academic year?

CPD and networking opportunities

Strictly RE - save the date! 29 & 30 January 2022

Strictly RE is back! NATRE will be hosting its national annual conference online for your convenience and peace of mind while still giving you everything you love about Strictly RE without having to leave your home.

Keep your eyes peeled for Strictly RE updates on the NATRE website!

BSA Sacrel Chair's Response Day: Teaching Religion

This event will gather new ideas, experiences and critiques of the state of the teaching of religion in the UK today. It will take place on 12 November 2021 (10am–5:30pm) at University of Nottingham (on campus)

Bookings are now open. Find out more here: [BSA SocRel Study Group Response Day - November 2021 \(britsoc.co.uk\)](https://britsoc.co.uk/bsa-socrel-study-group-response-day-november-2021)

#REChatUK twitter forum

Occurs the first Monday of every month in term time.

The next one is Monday, 6th December 2021: Please save the date in your diary. You can view the timetable here: [#REchatUK \(natre.org.uk\)](https://natre.org.uk/#REchatUK)

Buddhist Resources: A request for help

Culham St Gabriels is asking for assistance from members of the Buddhist community with project to produce resources

Dr Kate Christopher writes:

"A former Teach:RE student who is a Buddhist is working on a website for teachers to access resources on Buddhism. She has given us this text and link to a survey.

We are a group of teachers and Buddhists who wish to translate our knowledge and experience in teaching Buddhism to children and teenagers into useful resources for others. This [short survey](#) aims to find out what would be the most helpful. We are seeking to build a picture of the needs regarding Buddhism, of those working in the area of teaching religion and ethics in schools.

We are grateful for your input and ideas.

All the best,

Amalee Rycroft and colleagues

NEW2RE - A great opportunity for NEW Secondary RE teachers

Will you be a secondary Early Career Teacher in September 2021? If so NATRE's New2RE is the best support RE teachers can get.

For further information on the benefits of joining the programme as well as how to join click on this link: [NEW2RE - A great opportunity for NEW Secondary RE teachers \(natre.org.uk\)](https://natre.org.uk/new2re)

How can SACRE raise awareness and support teachers with access to CPD and networking opportunities?

Resources

What's Your Worldview?

Here is a video clip to help teachers and leaders of RE understand the concept of 'worldview':
[WHAT'S YOUR WORLDVIEW? \(QUIZ\) - YouTube](#)

Check out the REtoday Library website

This fantastic resource lets you explore all our REtoday magazine content on a searchable, indexed website.

There is no quicker way for you to find inspiring, practical RE lesson ideas and more.

NATRE members get **FREE** access to Professional REflection articles and can **SAVE £10** off the annual subscription.

[Home » REtoday Online Library \(retodaylibrary.org.uk\)](#)

Gender and Religion Today: School Resources

Woolf Institute has developed an online course Gender and Religion Today and related age-appropriate materials for teachers searching for new, accessible materials to support classroom teaching across UK national curriculum.

They centre on a new series of short videos, offering a fresh way to teach and consider religion through the lens of gender.

Find more details here: [https://www.woolf.cam.ac.uk/outreach/education/gender-and-religion-today-school-](https://www.woolf.cam.ac.uk/outreach/education/gender-and-religion-today-school-resources?utm_source=emailmarketing&utm_medium=email&utm_campaign=professional_natre_members_newsletter_with_download_september_2021&utm_content=2021-09-22)

[resources?utm_source=emailmarketing&utm_medium=email&utm_campaign=professional_natre_members_newsletter_with_download_september_2021&utm_content=2021-09-22](https://www.woolf.cam.ac.uk/outreach/education/gender-and-religion-today-school-resources?utm_source=emailmarketing&utm_medium=email&utm_campaign=professional_natre_members_newsletter_with_download_september_2021&utm_content=2021-09-22)

Research for RE

RE:Online has had a bit of a refresh - check it out and access some of the latest research online. Don't miss 'Research of the Month' featuring a different piece of research each month.

Visit the website: [Research of the Month - RE:ONLINE \(reonline.org.uk\)](#)

Visiting a Mosque: a free resource for teachers

Teachers can now access the free online resource pack, *Visiting a Mosque*, by following this link:
www.visitmymosque.org/for-re-teachers

The pack is intended to support and empower RE teachers in organising and delivering school visits to places of worship, such as mosques. There are also signposts to "virtual" mosque tours included in this pack as an additional resource and to increase familiarity and confidence when organising in-person visits.

How can SACRE ensure that teachers are aware of and have access to access to good quality teaching and learning resources to support RE in its schools?

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3 November 2021		ITEM: 8
Standing Advisory Council on Religious Education		
Work Plan Review and Update for 2021/2022		
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) that SACRE:

1.1 Review the workplan for 2020-2021 and consider the recommendations for work in 2020-21

2. Introduction and Background

2.1 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 the first 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 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: **Becky Lee**
Community Development and Equalities Team
Manager

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, Health Inequalities and Impact on Looked After Children

- Not applicable

8. Appendices to the Report

- Appendix One - Developing an action plan for SACRE – second draft

Report Author:

Deborah Weston

Associate Adviser for RE

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 fit¹¹
- 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.

SACRE WORK PLAN 2020-21 (Suggestions for addition in 2021-2022 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 SACRE members to consider taking part in NASACRE provided online training	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/ RE Council/ Culham St Gabriel's Trust 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.	Consider the National Association of SACREs template for annual reports 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	Invite a sample of schools to complete the RE Quality Mark Template for self-evaluation. Share with school leaders and governors to encourage completion	(SACRE members at least one per year) Associate Adviser with support from TPHA.	Up to 4 school visits - 2 per term Suggested schedule – schools to complete once every three years	Meaningful evaluation visits or discussion completed, and reports discussed at SACRE meetings.

	<p>Officers to identify schools to host virtual visits for a sample of primary and secondary schools (to be replaced by REQM template above)</p> <p>Members to hold online discussions with subject leaders and where possible with children and young people</p> <p>Committee considers school reports (REQM self-evaluations)</p>			
5. Provide information on the RE curriculum to schools including through training	<p>Update schools on current developments in RE (NATRE and other material requested by SACRE)</p> <p>Host a SACRE Youth Conference to model high quality provision to teachers of RE</p>	<p>Adviser</p> <p>Adviser and RE Today</p>	<p>Termly</p> <p>Annually – Summer Term subject to funding</p>	<p>Schools in receipt of material</p> <p>Teachers respond to material received</p> <p>Teachers raise questions to the adviser</p>
6. Monitor provision for RE and Collective Worship	<p>Source and present national and local data as follows:</p> <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 	<p>Adviser</p> <p>All SACRE members</p> <p>LA representative</p>	<p>Annually</p>	<p>LA respond to advice offered on strengths of RE and collective worship, and areas in need of development</p> <p>Schools respond to feedback on their websites and policies</p>
7. Evaluate SACRE work and establish priorities	<p>Item at autumn term meeting</p>	<p>All SACRE members</p>	<p>Autumn term meeting</p>	<p>Evaluation identified success criteria are met</p>

Schedule 2021/22		Objective (note – objectives 1 and 2 apply to all meetings)
Date of meeting	Subject	
Autumn 2021	<ul style="list-style-type: none"> • National developments - update • Monitoring provision via school workforce data / self-evaluation • Review of membership and attendance • Evaluation of work plan 	<ul style="list-style-type: none"> • 6 • 7 • 2 • 6
Spring 2022	<ul style="list-style-type: none"> • Monitoring provision via GCSE and A level results (if available) • Annual report approval/ using new template • Relationships e.g: <ul style="list-style-type: none"> ○ Schools and Academies ○ Teaching School Hubs ○ 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 2022	<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 • Ofsted Framework on RE – latest reports • Spirited Arts Competition 	<ul style="list-style-type: none"> • 6 • 6 • 6 • 5 • 4