

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 **2 November 2022**

This meeting will take place via Microsoft Teams

Membership:

Committee A:

Miss 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
Mr L Trup, 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
Ms L Olajide, Church of England Member
Mrs R Everett, Church of England Member

Committee C:

Ms J Culloty, Teachers' Associations
Ms A Thompson, Teachers' Associations
Mrs C Pumfrey, Teachers' Associations
X3 Vacancies

Committee D:

Councillor Qaisar Abbas
Councillors Daniel Chukwu
Councillors James Thandi

Agenda

Open to Public and Press

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1 Apologies for Absence	
2 Minutes	
To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 8 June 2022.	
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 Collective Worship	5 - 32
6 Monitoring Provision for RE in Thurrock Schools	33 - 52
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8 Work Plan Review and Update for 2022-2023	63 - 70
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: **21 October 2022**

Information for members of the public and councillors

Access to Information and Meetings

Advice Regarding Public Attendance at Meetings

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.

Hand sanitiser will also be available at the entrance for your use.

Recording of meetings

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Where members of the public use a laptop, tablet device, smart phone or similar devices to use social media, make recordings or take photographs these devices must be set to 'silent' mode to avoid interrupting proceedings of the council or committee. The use of flash photography or additional lighting may be allowed provided it has been discussed prior to the meeting and agreement reached to ensure that it will not disrupt proceedings.

The Chair of the meeting may terminate or suspend filming, photography, recording and use of social media if any of these activities, in their opinion, are disrupting proceedings at the meeting.

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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

2 November 2022	ITEM: 5
Standing Advisory Council on Religious Education	
Collective Worship	
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

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

Thurrock SACRE reviewed the policies of a number of schools in the summer term meeting 2019 and summer term 2020 and reported to schools on their findings. This report proposes that SACRE review a third sample of policies on Acts of Collective Worship that appear on school websites to determine if anything has changed in the last year and to identify good practice. As with the 2019 and 2020 exercises, the aim of the exercise will be monitoring of provision and also for SACRE to become more informed about practice in local schools.

- 1. Recommendation(s) that SACRE:**
 - 1.1 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.**
 - 1.2 Consider the advice sent to schools previously (Appendix 1) and whether or not any amendments need to be made to the advice in the light of any new evidence**

2. Introduction and Background

- 2.1 Acts of collective worship – traditionally called ‘assemblies’ by teachers and pupils alike – have long been a feature of British school life. The 1944 Education Act simply stated that each school day should begin with an act of collective worship on the part of all pupils in attendance at the school. The daily requirement was restated in the 1988 Education Act which also set out a series of new legislative requirements concerning the organisation and character of collective worship.
- 2.2 The government introduced guidance for schools in relation to the law of Religious Education and Collective Worship in the form of Circular 1/94. The Religious Education element of this document was updated by the publication of ‘Religious Education in English Schools’ in 2010 but no update was provided in relation to Acts of Collective Worship leaving schools with guidance that is more than 20 years old.

3. Issues, Options and Analysis of Options

- 3.1 What does the legislation require?

The legal requirements can be summarised as follows:

- 3.1.1. All registered pupils in state-funded schools should take part in a daily act of collective worship unless wholly or partly withdrawn by parents. The term ‘registered pupils’ includes students up to and including the age of eighteen years in a school sixth form or at a sixth form college but not pupils in nursery schools or classes. Students over the age of 18 are entitled to withdraw themselves from the Act of worship. Collective worship for special school pupils should be provided so far as practicable.
- 3.1.2 There can be a single whole school act of collective worship or separate acts for pupils in different age of school activity groupings.
- 3.1.3. Acts of collective worship can take place at any time of the school day and, with certain exceptions, should take place on the school premises.
- 3.1.4 In a community, academy or foundation schools (ie other than at voluntary-aided schools), most acts of collective worship each term should be ‘wholly or mainly of a broadly Christian character’, that is, ‘reflecting’ the ‘broad traditions of Christian belief’ without being denominationally biased. But acts of collective worship should also be appropriate, having regard to pupils’ ages, aptitudes and family backgrounds.
- 3.1.5 If a community, academy or foundation school believes that the Christian character clause (4 above) is inappropriate for the whole school or certain pupils within it, application can be made for a determination to have that clause lifted or modified. In the case of Academy schools, that application should be made to the Educational Funding Agency. In the case of community

or foundation school, to the local Standing Advisory Council on Religious Education (SACRE) Unless the school requests otherwise, a determination will be reviewed by the local SACRE after five years. A determination does not lift the requirement for daily collective worship. Such worship must not be denominational but may be distinctive of a particular faith.

- 3.1.6 Teachers – including head teachers – have the right to withdraw from collective worship (though, in voluntary schools, these conditions may vary) and cannot be discriminated against for so doing. Attending ‘assemblies’, on the other hand, is part of a teacher’s contractual duty.
- 3.1.7 In a community or foundation school, it is the responsibility of a head teacher, in consultation with the governors, to see that these arrangements are carried out. In a voluntary-aided school, it is the responsibility of the governors, in consultation with the head teacher.
- 3.2 The legislation on Collective Worship requires schools to offer a daily act of collective worship that is ‘wholly or mainly of a broadly Christian character’. At first reading, this language may appear to disadvantage children who come from families that do not practice a religious faith or who come from a faith other than Christianity.
 - 3.2.1 The legislation does however, permit schools to apply to SACRE for a determination to vary the character of Acts of Worship if they see fit. Alternatively, they may use flexibility present in the language i.e. wholly or mainly may be interpreted to mean 50% or more. Similarly, ‘broadly Christian’ is different from ‘distinctively Christian’ and a worship theme such as the importance of forgiveness, that is broadly Christian might also be broadly Jewish, Muslim, Sikh etc.
 - 3.2.2 Acts of worship provide an opportunity to celebrate the diversity present in their school community, locally and nationally. The way that policies are developed are therefore a useful indicator of how they engage with these issues.
 - 3.2.3 Acts of worship may help schools promote the British Value of tolerance and respect for those with different religions and beliefs.

4. Reasons for Recommendation

- 4.1 In the absence of information from school visits to observe collective worship, the review of websites appears to be a strategy that can be used to conduct some monitoring of collective worship.

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

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: **Sarah Dawkins**
Barrister (Consultant) on behalf of the Chief Legal Officer

I confirm that this report along with the appendices referred to has been read in full. The legal functions of the SACRE are set out in section 391 of the Education Act 1996. Those functions, amongst others, includes the requirement to advise the local authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit. The matters referred to includes methods of teaching, the choice of materials and the provision of training for teachers. Furthermore, upon receiving written notification of any such requirement to consider a syllabus, to cause a conference constituted in accordance with paragraph 3 of Schedule 31 to the 1996 Act, to be convened for the purpose of reconsidering any agreed syllabus to which the requirement relates.

The recommendations set out within the report are therefore consistent with the functions of the SACRE, accordingly, there appears to be no adverse external legal implications arising from the recommendation.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project
Monitoring Officer

As mentioned in section 3.2 above, the Acts of Worship, like religious education can be a means by which schools celebrate the diversity in their school and local community. This in turn may help pupils to develop respect and tolerance for those with beliefs that are different to their own.

7.4 Other implications (where significant) – i.e. Staff, Health Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- Not applicable

8. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. Appendices to the report

- Appendix 1 - Report Sent to Schools After Previous Review
- Appendix 2 - Religious Education and Collective Worship Policy
- Appendix 3 - Written parliamentary question on RE and Collective Worship

Report Author:

Deborah Weston, Associate Adviser for RE

Report Sent To Schools After Previous Review

Collective Worship

One of the statutory duties of a SACRE is to monitor the provision of Acts of Collective Worship in schools.

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

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

SACRE members also noted that although it is no longer a requirement for schools to have a policy on Collective Worship, it is important that parents are clear about how schools fulfil this statutory duty. There was a legal challenge to an Oxford school’s practice in relation to Collective Worship in 2019. SACRE concluded that although the case was settled out of court, schools would be well advised to ensure their practice was fully inclusive of both religious and non-religious worldviews.

Religious education and collective worship policy

RELIGIOUS EDUCATION AT HACH

HACH follow the locally agreed Thurrock SACRE guidance for teaching Religious Education. This includes an exploration of enquiry questions that cover the 'believe', 'expressing' and 'living' component of faith. At Key Stage 3 this includes understanding the concept of faith, its function for the individual and society as well as reflective questions such as the purpose of life, the afterlife and ethical consideration of the use of violence and medical ethical issues. Students investigate these questions through the lenses of a range of religions as well as Humanism. The aim of which is to introduce students to different ways of viewing the world and ways of living. We aim to investigate together significant human questions and be able to appreciate and appraise various responses with curiosity and care as well as developing responses of their own.

As students' progress to KS4 they explore the Beliefs and Practices of both Christianity and Buddhism. They also apply these teachings to four ethical/philosophical themes: Social Justice, Equality, Human Relationships and Religion and Life (AQA specification).

The Religious Education provided allows students to make reasoned and informed choices about key ethical dilemmas which may be presented to students throughout their lives; as they learn both about and from religion. It is also a method of delivering key fundamental British Values and promoting religious tolerance in the community. Embedded within our curriculum are the principles of promoting positive well-being and belonging, community cohesion as well as the moral and spiritual development of our students.

COLLECTIVE WORSHIP

Students are all given the opportunity to develop socially, morally, spiritually and culturally in an activity or experience that is separate from normal academic school activities. At HACH, these activities also draw students' attention to the values that we hold as important to develop within each student. These values include achieving one's personal best, developing an appreciation of others and enabling students to grow up into responsible members of our community. As a non-faith/non-denominational school we do not lead any formal collective worship, but we do embrace students that chose to do so and join in celebrations throughout the year. Students and staff both have access to our multi-prayer room if they wish to use this facility for worship. We also open our doors to the local community as the local Christian church use our facility on Sundays for worshipping.

STRATEGY

Religious Studies within HACH focuses on the need to prepare our students to play a full and active role in society, with a thorough understanding of religious and cultural difference in a pluralistic society. This is accomplished through quality teaching of the history of religions, differing theologies and their social presence in the public sphere. Religious Studies in HACH also compliments our SMSC and PSHE offer to develop our students' understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism. We also focus on the impact of religion and religious ethics on our local communities. Students at HACH are able to tackle these topics in a reasoned, nonprejudicial manner, and are enabled through quality teaching to critically analyse sources of authority and religious teachings and philosophies. We pride ourselves on ensuring that our students leave our school as well rounded citizens. They have a holistic understanding of British Values related to (particularly) Abrahamic faiths ethics, as well as knowledge of all other major world faiths and humanism increasing an awareness and appreciation of the changing face of British society (as per section 375 (3) of the Education Act 1996). Religious Education is mapped against the Thurrock agreed SACRE syllabus.

OUR STRUCTURE

Religious Studies is compulsory for all Key Stage 3 students.
Year 7 – 9 classes, 2 contact hours per fortnight
Year 10 – 11, 4 contact hours per fortnight if it was a selected option
Year 12-13, 10 contact hours per fortnight if it was a selected option

Author: Francis Sanni Principal: Heather Stannard Chair of governors: Mr P Udrzal
Date of policy: Sept 2021

Review of policy: June 2022

Please also see the attached Adobe Acrobat documents containing the policies of St Thomas of Canterbury Primary and Thameside Primary

Appendix 3

Written parliamentary question on RE and Collective Worship – 20th September 2022



Beth Winter Labour, Cynon Valley

To ask the [Secretary of State](#) for Education, whether he plans to conduct a review of the statutory requirements for daily collective worship in schools.

- [Hansard source](#)(Citation: HC Deb, 20 September 2022, cW)



Beth Winter Labour, Cynon Valley

To ask the [Secretary of State](#) for Education, if he will make an assessment of the implications for his Department’s policies on (a) the teaching arrangements for religious education and (b) collective worship in primary schools of the judgment of Mr Justice Colton of the [Northern Ireland](#) High Court handed down on 5 July 2022 relating to Christian-focused education in primary schools in Northern Ireland.

- [Hansard source](#)(Citation: HC Deb, 20 September 2022, cW)



Jonathan Gullis The Parliamentary Under-Secretary of State for Education

Education is a devolved matter, and the response outlines the information for England only.

The Department has read and considered the legislative framework for teaching religious education in [Northern Ireland](#) and is of the view that it is not authoritative on the teaching of religious education or delivery of collective worship in England.

The Department currently has no plans to amend or repeal the legal duty on schools to provide a daily act of collective worship. The Government believes that the law in England is both inclusive and flexible in allowing all schools to tailor their provision to suit their pupils’ needs and it provides a unique opportunity for schools to develop and celebrate their ethos and values. [Collective worship](#) also allows schools the opportunity to promote the moral and social development of their pupils in a way that best suits the needs of the community.

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Religious education and collective worship policy

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Year 12-13, 10 contact hours per fortnight if it was a selected option

Author: Francis Sanni

Principal: Heather Stannard

Chair of governors: Mr P Udrzal

Date of policy: Sept 2021

Review of policy: June 2022

Kenningtons Primary Academy

Collective Worship Policy

December 2020



The Collective Worship Policy pays due regard to Statutory requirements and has taken account of the guidance offered by the Local Education Authority (LEA) through its Standing Advisory Council on Religious Education (SACRE)

Definition of Collective Worship

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

Aims of Collective Worship

For the School:

Collective Worship is a time when the school community can:

- Share common aims and values
- Celebrate achievement and special times
- Explore together the work in which we live in
- Develop a community spirit

For the Pupils:

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

- Worship that which is considered worthy
- Consider spiritual and moral issues
- Explore their own beliefs
- Develop their own spirituality
- Reinforce positive attitudes
- Participate and respond
- Reflect on what it means to be human

The Contribution of Collective Worship to aspects of the Curriculum

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

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

The Management of Collective Worship

The Headteacher, Deputy Headteacher and representatives of each year group from the Worship Team. The role of the team will be to plan, monitor and evaluate acts of Collective Worship.

The Organisation of Collective Worship

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

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

Leadership

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

Planning Acts of Collective Worship

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

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

The Act of Collective Worship

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

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

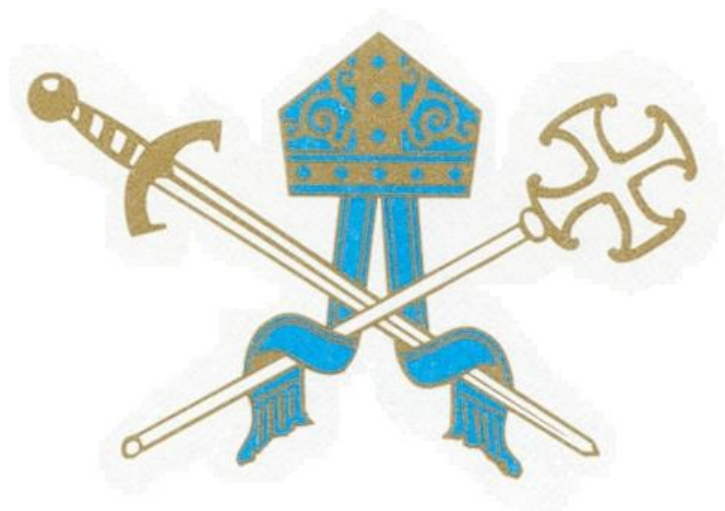
Withdrawal

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

**This Policy was approved by the Pupil, Admissions & Curriculum Committee
on a 3-yearly cycle and ratified by the Governing Body.
It must be signed and dated by the Chair of Governors and Headteacher.**

Signature of Chair of Governors:	Signature of Headteacher:
Date:	Date:

**St Thomas
of Canterbury
Catholic Primary
School**



**Collective Worship
POLICY
2020 -2021**



SCHOOL MISSION STATEMENT



At St Thomas' we are learning to follow Jesus,
showing respect and consideration for ourselves
and others.

We all have the opportunity to learn and work to
the best of our ability in a safe and loving
environment.



Whole School

Target



*In St Thomas' we do the
right thing because it's
the right thing to do.*

School Aims

At St Thomas of Canterbury Catholic Primary School, we aim to create and sustain a stimulating Christ centred environment, where everybody involved, children, staff and parents, may grow in their faith and their love of God, developing respect for themselves and an awareness of the needs and gifts of others.

We aim to create an environment where children will be happy, independent and will be able to achieve their full potential, spiritually, academically, morally, emotionally, socially and physically.

We aim to provide children with the experiences, knowledge and skills necessary:

- To deepen their knowledge and understanding of the Catholic faith.
- To read fluently and accurately.
- To write clearly, fluently and accurately for a variety of purposes.
- To communicate clearly and confidently in speech.
- To listen attentively to others.
- To develop mathematical concepts and skills and apply these to real life situations.
- To develop scientific knowledge and skills.
- To develop the ability to plan and organise their own learning using a range of resources and skills.
- To become observant and curious of the world around them and develop a respect for their environment.
- To develop the skills, knowledge, understanding and confidence to express their thoughts and feelings creatively.
- To develop agility and physical co-ordination and to encourage team skills.
- To learn to recognise, respect and value the cultural, racial and sexual differences in our society.
- To learn to work and play harmoniously and tolerantly with others.
- To develop self-discipline, self-reliance and self-esteem.
- To develop an understanding of the need for personal safety.
- To stay safe, be healthy, achieve and enjoy, make a positive contribution to society and achieve economic well being

We aim to celebrate and share successes and achievements, both individually and collectively.

The school undertakes to work to complement the home and church environment by setting before the children the ideal of Christian life.

St Thomas of Canterbury Catholic Primary School

Collective Worship

Our school is proud to be part of the Roman Catholic community in the Parish of St. Thomas of Canterbury, Grays. Our school has a distinctive character, because everything we do is based on the values of the Gospels. The purpose of our community is to recognise the worth and dignity of all and to fully develop the talents of each person.

The Nature of Prayer and Worship

At St Thomas' we believe that prayer and worship in our school is concerned with giving glory, honour, praise and thanks to God. We believe that at the heart of our faith is the belief in a God who communicates with people, calling every human person into a loving relationship. As with every relationship, our relationship with God can only grow through communication. Prayer is the way in which we engage in communication with God.

Legal Requirement

At St Thomas' we acknowledge that there must be a daily act of worship for all pupils. This can take place at any time during the school day and can either be a single act of worship for all pupils, or separate acts of worship in school groups. We acknowledge that assemblies and collective worship are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

The Place of Prayer and Worship in the Life of our School

Prayer, worship and liturgy are at the heart of our Catholic school and are integral to the ethos, mission and distinctiveness of our Catholic school community. We believe that prayer and worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church.
- Those for whom school may be their first and only experience of church.
- Those from other Christian traditions- or none.
- Those from other faith backgrounds.
- Prayer and worship will be an experience to which all can contribute and from which all can gain.

The Role of the Teacher

At St Thomas' we believe that leading pupils in prayer is a vital and essential part of Catholic education. It is expected that teachers will:

- Provide opportunities for pupils to pray
- Provide pupils with meaningful prayer experiences
- Assist pupils to develop the language of prayer
- Teach pupils the traditional prayers of the Church
- Help pupils to develop habits of prayer.

The Aims of Prayer and Worship

At St Thomas' we believe that prayer and worship in our school aims to provide opportunity for all pupils and staff:

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

Organisation of Prayer and Worship at St. Thomas'

- Daily Prayers are said at the start/ end of the day and before lunch.
- Weekly Hymn Practices for KS1/LKS2/ UKS2
- Weekly Assemblies KS1/LKS2/ UKS2 led by the Headteacher, AHTs for EYFS/KS1 or KS2, this assembly also incorporates an achievement assembly, SEAL assemblies/ themed assemblies (liturgical themes, Saint's days, world religions/ festivals and world events etc.) All of these begin with an act of worship.
- Masses (Year 2 - 6) are held at the beginning and end of term and on Holy Days. We have a rota for year groups, staff and governors to take a leading role. In addition to this there are regular weekly class Masses. Again, there is a rota.
- Class Liturgies are held on a weekly rota basis by a KS1 Class on Thursdays [EYFS become involved during the Spring Term] and a KS2 Class on Fridays. Every class holds a Liturgy for the rest of the children in their key stage and staff twice a year. The chosen themes are often religious but where they are not, the assemblies have religious elements to them and always start and end with prayers. (Examples of Liturgies are Forgiveness, Bravery, Anti-bullying, Remembrance and Christingle.). All the children in EYFS and KS1 are involved in

a Nativity Play, UKS2 children perform a Carol Service in St Thomas of Canterbury Church and LKS2 children present the Easter Story as a drama, again in St Thomas of Canterbury Church.

**** Hymn practices, Class Liturgies and Class Mass are currently not happening due to COVID 19 restrictions.

**** Weekly Assemblies by the Headteacher are currently pre-recorded audio PowerPoint presentations due to COVID 19 restrictions. These are accessed by all pupils from their classrooms

Updated September 2020 - will be amended when Government guidance allows us to do so.

Altars

- Each class must provide a focal point for prayer, an altar and display which provide a visual stimulus for prayer. Each altar should have some religious symbols e.g. statues, rosary beads (October and May), bible etc.
- There is an altar in the school entrance which displays recent class and whole school Mass order of services.
- During assemblies there is an altar in the hall which takes account of liturgical colours following the liturgical calendar.

Liturgical Calendar

- Children learn about the Liturgical life of the church through the Come and See R.E curriculum, assemblies, involvement in displays and altars, masses and prayer services, power points, bible stories etc.

Staff prayers

- Staff pray together at certain times in the year. Every staff meeting, Inset Day and Governors meetings begin with prayers.

The Planning, Content and Delivery of Prayer and Worship

- Whole school prayer and Worship is usually planned and led by the Head Teacher or Assistant Head Teacher/s following a structure to the Church's seasons, the Religious Education Curriculum, and significant dates. Scripture is used as a focus for most acts of worship.
- We also hold assemblies that reflect other religious traditions that are represented in the school and the wider community.
- Sometimes the themes of our assemblies reflect and build on topics that we teach as part of the school curriculum. (PSHE)

Recording

- A liturgy/ assembly overview for the year is kept
- Through displays

- Mass booklets are kept of Masses Services
- Photographs are taken of class Liturgies for the Newsletter to share with parents and the wider community.

Guidance and Resources

- Resources for prayer and worship are stored centrally
- Relevant liturgical resources are shared with staff e.g. stations of the cross, Easter pictures
- Teachers are provided with booklets for in class collective worship.

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Thameside Primary School: Collective Worship Guidelines

Approved by Governors: February 2020

Review date: February 2023



Contents

SMSC	p.3
Legal requirements	p.3
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Types of collective worship	p.4
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Policy reviewed by:	Rosamund Porter
Key Changes:	<p>The inclusion of Insideout happiness keys in our assembly themes</p> <p>Removal of: “However, many decide not to, fearing that their child may feel different from classmates, and may miss important elements of assembly if the worship element is not kept clearly apart from secular spiritual, moral, social and cultural aspects, and from notices” from Exemptions section</p> <p>Clarification of terms within the Exemptions section</p> <p>Clarification of terms and removal of reference to “nursery schools and classes” from within Legal section</p>



Rights Respecting Schools

Thameside Primary School is a Rights Respecting School and therefore school policies will respect the UN Convention on the rights of the child. The Collective Worship policy links to:

Article 13: Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right

SMSC

Collective Worship is one of the ways of providing for pupils' spiritual, moral, social and cultural development. These are defined as follows:

Spiritual Development

- how an individual acquires personal beliefs and values, the basis for personal and social behaviour

Moral Development

- knowledge, understanding, intentions, attitudes and behaviour in relation to right and wrong

Social Development

- concerned with the skills and personal qualities necessary for individuals to live and function effectively in society

Cultural Development

- refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills, which taken together, form the basis of identity and cohesion in societies and groups

Another way of providing for these is through the school ethos and climate. Schools should have a value system.

School Values

- belonging (respect, pride, volunteering, tolerance)
- resilience (determination, not giving up)
- assurance (controlling emotions, have a go, participation)
- independence (decision making, making good choices, being productive)
- integrity (honesty, trust, knowing right and wrong)
- no limits (ambition and aspiration, being the best we can be)



Legal Requirements

- all pupils must take part in a daily act of worship, apart from those withdrawn by parents
- Reception classes are excluded from daily acts of worship
- Daily acts of worship can occur anytime during the school day
- Daily acts of worship can be held as a whole school, or within age groups, or within teaching groups
- Daily acts of worship must be on school premises. Any act of Collective Worship off premises must be in addition to statutory daily act of worship
- Daily acts of worship must be wholly or broadly of a Christian nature

Key features of Collective Worship

Collective Worship should:

- be respectful of pupil and staff integrity
- be an educational experience
- be relevant to the needs of pupils
- encourage pupil participation
- foster a thought provoking atmosphere allowing for spiritual reflection and response
- foster a sense of community
- Create an atmosphere, e.g. using:
 - music
 - visual aid to focus
 - darkness
 - candle or light

Types of collective Worship

There are three ways of carrying out Collective Worship, by class, by year group, or by whole school. Collective Worship by class will usually take the form of circle time, and this can be used to explore a theme from curriculum planning, or an issue that has arisen from the classroom, such as a behavioural problem.

Circle time

- a circle is a symbolic way of showing equality
- create an atmosphere (see above)
- have circle times at the same time as the rest of the team so that it isn't disrupted by noise from another area or class
- children should form the circle quietly, and settle quickly and calmly in order to maintain the atmosphere
- start and end with a game, such as pass the squeeze, up down up, Chinese whispers, or pass the smile
- make sure that everyone is comfortable in the circle – there shouldn't be anyone who is squashed out
- give everyone the chance to speak – children who don't want to contribute can say 'pass', but make sure you go back to give them a second chance, they may just have needed a chance to think of a contribution
- include support staff when appropriate



- younger children can pass an object (eg a teddy) to show whose turn it is to speak
- expect that everyone will listen to others and respect their views – lead by example and value all contributions
- have a time for reflection, or ‘thinking time’ before the final game

Circle times can also be used to teach PSHE, British Values and Rights Respecting Schools.

Key Stage or Whole School Assemblies

Key Stage assemblies are held on Wednesdays and are led by any member of the teaching team on a rota basis. Whole School Assemblies are held on Monday mornings and are led by the Headteacher. These assemblies should be planned for:

- They should be held in an area that is big enough to house all children comfortably, eg hall or a classroom with furniture moved back
- If furniture has to be moved, this should be done in a quiet and unobtrusive manner by adults, this should be completed before children enter the area
- Staff create an atmosphere before children enter area – see above
- Children should walk into the area in a quiet, calm manner, in order to get a ‘feel’ of the atmosphere
- Children should ‘find a space and fill a space’ without fuss –train children to do this independently from the youngest age
- Turn the music off by fading the volume, only when the children are settled and still
- They should celebrate children’s achievement – for example in KS2 assembly with the good book. Children should be recognised for behavioural achievement, whether learning or social behaviour, and can be used to set targets, for example ‘*Joe has shown the value of ___ this week because he ___*’
- Whole school assembly should also celebrate children’s achievements as above – each week the Head teacher will share the names of children who have been nominated from each class for showing the school values and a special values postcard will be sent home
- These assemblies have an underpinning theme which is linked to British Values and/or our Insideout Happiness Keys.
- Wherever possible, they have a visual focus for the children
- More often than not the Headteacher’s assemblies centre around a story with a message –which is made explicit during a discussion afterwards
- They may be a story about a real life person who has set a good example for others – ensure that children are able to make the connection between them and their own lives – what can they learn from them?
- They must have a time for reflection, or ‘thinking time’
- The music is turned back on at the end for children to walk out to in a quiet, orderly manner

Class Assemblies

Class assemblies are held on Friday mornings, and each class takes it in turn to produce one. Parents of that class are invited to attend, and should be encouraged to participate. It is expected that each class will produce at least one assembly per term.

Exemptions from collective worship



Parents have the right to have their children excused from worship in any state-funded school. Parents who wish to withdraw need to put this in writing to the Headteacher.

Leaders of school assemblies should keep the secular and worship elements distinct and separate, and allow time for pupils (and teachers) to leave the room when worship takes place if they so wish.

Teachers should be able to receive advice related to their specific situations from teaching unions. Your rights and obligations are broadly as follows:

- *In community schools* teachers cannot be required to attend or lead collective worship, but do not have a right to withdraw from the non-worship part of assembly (a reasonable requirement because of the need to supervise pupils)
- teachers cannot be required to teach RE unless their contract shows they have been explicitly employed to teach it;
- teachers cannot be disadvantaged in their employment because of their religious opinions or the fact that they do not attend religious worship;
- Under the *School Teachers' Pay and Conditions Document*, teachers are required to undertake their professional duties under the reasonable direction of the head teacher.

Most pupils do not have the right to opt themselves out of collective worship. Only pupils in sixth form education or over the age of compulsory school age may withdraw themselves from collective worship.

R Porter, February 2020

2 November 2022	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 national and local school workforce data for 2022 in Appendix 1
- 1.2 Request that the associate adviser invite participants at the syllabus launch event to complete a brief survey – see Appendix 2
- 1.3 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.

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 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: **Sarah Dawkins**
Barrister (Consultant) on behalf of the Chief Legal Officer

I confirm that this report along with the appendices referred to has been read in full. The legal functions of the SACRE are set out in section 391 of the Education Act 1996. Those functions, amongst others, includes the requirement to advise the local authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council or as the council may see fit. The matters referred to includes methods of teaching, the choice of materials and the provision of training for teachers. The recommendations set out within the report are consistent with the functions of the SACRE, accordingly, there appears to be no adverse external legal implications arising from the recommendation.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project Monitoring 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 Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- Not applicable

8. Background papers used in preparing the report (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. Appendices to the report

- Appendix 1 - **National and Local School Workforce Data for 2022**
- Appendix 2 - **Syllabus Launch Event Survey**

Report Author:

Deborah Weston

Associate Adviser for RE

November 2020

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE
Grays Convent High School	10.8	10.6	9.3	9.9	9.9
Harris Academy Chafford Hundred	4.4	3.9	3.9	0	0
Harris Academy Ockendon	0	0	0	0	3.6
Harris Academy Riverside	.	.	.	.	.
Orsett Heath Academy	2.2	.	.	.	.
Ortu Gable Hall School	.	.	.	.	.
Ortu Hassenbrook Academy	4.9	5.1	5	0	0
St Clare's School	5.3	5.1	2.6	0	0
Thames Park Secondary School	4.2	.	.	.	.
The Gateway Academy	3.8	4.5	10	9.5	0
The Hathaway Academy	5.9	6.5	4	1.2	1.2
William Edwards School	4.8	3.8	4.4	2.9	1.1

November 2021

School name	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE
Grays Convent High School	7.86	6.92	4.58	10.7	8.11
Harris Academy Chafford Hundred	6.17	5.2	6.3	1.1 (Phil)	0.85 (Phil)
Harris Academy Ockendon	4.14	4.66	4.04	4.96	0
Harris Academy Riverside	0	1.85	0	0	0
Ormiston Park Academy	.	.	.	.	.
Orsett Heath Academy	2	4	.	.	.
Ortu Gable Hall School	2.48	2.56	2.35	0	0
Ortu Hassenbrook Academy	5.45	4.9	5.76	4.5	0
St Clare's School	4.74	4.39	4.33	0	0
Thames Park Secondary School	3.58	3.71	.	.	.
The Gateway Academy	3.68	3.49	0	0	0
The Hathaway Academy	4.44	5.01	3.85	2.19	2.07
William Edwards School	4.28	4.34	4.12	2.73	0.98

(primary):

RE School Self-Evaluation (Primary)

School:

School Type:

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

2. Where are there weaknesses/areas for improvement?

3. Do you have an example of good practice you would like to share with others?
If so, please provide details below.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)

Good (2)

Requires Improvement(3)

Inadequate (4)

8. Why have you chosen this grade?

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

11. Do you have links with a local group of teachers in Thurrock?

(Yes: please list below/No/No but I'd like to know more)

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

13. How much time does each pupil spend on RE-related work each week on average?

EYFS:

KS1:

KS2:

14. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus?

<http://www.Thurrockrenet.co.uk/agreed.html>

Yes/No

16. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

18. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22
19. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g.
<http://www.Thurrockrenet.co.uk/agreed.html>
- Fully/ Mostly/Not at all
- If not fully, please explain how you intend to address this
20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?
21. How does the SoW ensure progression between the key stages?
- a. In respect of subject knowledge?
 - b. In the development of skills?

Resources

22. Are the resources sufficient to support the RE programme? Yes/No
23. Are there any resources that you would recommend to other schools?
24. Are there any resources that you are lacking?

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

27. Name of subject leader:

28. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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29. Other comments/notes *(Continue overleaf if necessary)*

Appendix B (secondary)

RE School Self-Evaluation (Secondary)

School:

School Type:

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?
2. Where are there weaknesses/areas for improvement?
3. Do you have an example of good practice you would like to share with others?
If so, please provide details below.
4. What are your priorities for development in RE? Please attach your current development plan
5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)
7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>

b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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8. Why have you chosen this grade?

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

13. How much time does each pupil spend on RE-related work each week?

Key Stage 3:

Key Stage 4:

Post-16:

14. Who delivers the RE in your school?
a. How many individual teachers?

b. How many teachers with post-A level qualifications in the subject?

- c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject?

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus Yes/No
<http://www.Thurrockrenet.co.uk/agreed.html>
16. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?
- Yes/No/Partly – If not yes, then please explain how you intend to address this.
18. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

Scheme of work (SoW)

19. When was the current SoW drawn up or revised?
20. To what extent does it match the requirements of the Agreed Syllabus you have adopted? E.g.
<http://www.Thurrockrenet.co.uk/agreed.html> Fully/ Mostly/Not at all
- If not fully explain how you intend to address this
21. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?
22. How does the SoW ensure progression between the key stages?
a. In respect of subject knowledge?

b. In the development of skills?

Resources

23. Are the resources sufficient to support the RE programme? Yes/No

24. Are there any resources that you would recommend to other schools?

25. Are there any resources that you are lacking?

26. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

27. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

28. Name of subject leader:

29. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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30. Other comments/notes *(Continue overleaf if necessary)*

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A National Plan for Religious education is urgently needed as one in five schools report including no lessons of the subject on their timetables

Source: DfE school census November 2021 published June 2022

Background: the National Association of Teachers of RE (NATRE) has been reporting on the school level data from the school workforce census for the last seven years. The school census takes place each November in secondary schools in England. Almost 3,000 schools completed the census which was published by the Department for Education on 9th June 2022. You can read the national headlines [here](#).

This is the latest in this series of reports specifically on the Religious education workforce and includes points of comparison between the data collected in November 2020 and the equivalent data from November 2021. The good news is that the number of schools reporting no hours of Religious Education has decreased significantly in all types of school. The worrying trend is the increase in the number of schools, reporting on other curriculum subjects but not on RE. This group represent almost one in five schools overall but 23% of schools required to follow an Agreed Syllabus, 22% of Academies without a religious character but just 5% of schools and academies WITH a religious character. SACREs, Schools and Academy Trusts would be wise to explore some of the reasons for these figures.

This is not a recent problem; the Commission on Religious Education, [Religion and Worldviews: the way forward](#) reported as follows in 2018:

“There is an increasing disparity of provision and support for RE in schools of a religious character and schools without a religious character. Over a third of schools and over 40% of academies without a religious character offered no RE in Year 11 in 2016, compared to 11% of schools with a religious character. Across Key Stage 4, 27% of schools and 35% of academies without a religious character offered no RE, compared to 7% of schools with a religious character.”¹ Since this time, academies without a religious character have continued to report poorer levels of provision than schools required to follow an Agreed Syllabus; most markedly in respect of Year 11.

What do we deduce from these appalling statistics and the complete failure of the DfE to do anything about them? If this were data for Mathematics, English or another EBacc subject, action would surely be swift. That being the case, we can only conclude that allowing pupils to leave school with non-existent or weak knowledge and understanding of religious and non-religious worldviews, is consistent with this government’s vision for education. As a [recent Savanta survey commissioned by the Culham St Gabriel’s Trust](#) shows, the public, disagree and support for our campaign for a National Plan for RE is gaining support, including from [senior politicians](#), [parents](#), [employers](#) and [multi-academy trust leaders](#).

Specific findings

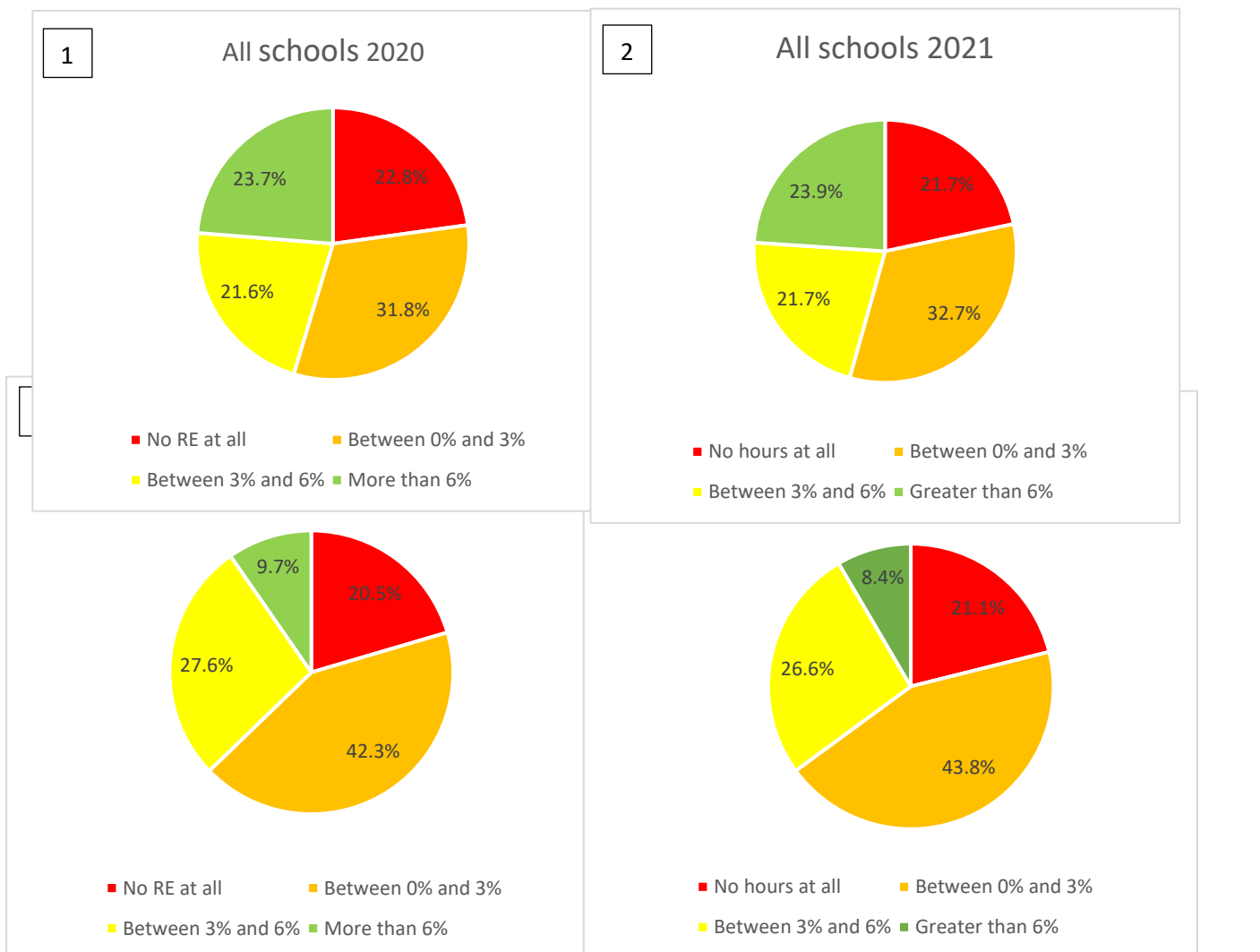
1. **One in five schools report offering zero hours of RE in year 11 in a breach of their statutory responsibilities:** The number of state-funded secondary schools reporting that they make zero hours of provision in year 11 has fallen slightly from (497) 22.8% to (468) 21.7%. We believe that the most likely explanation for the year on year improvement is the implementation of the Ofsted Education Inspection Framework (May 2019). This framework introduced a clearer focus on the curriculum during inspection. When the 2019 workforce data was collected (November 2019), curricular decisions for 2019-2020 will already have been made. Two years later however, in November 2021, there would have been a greater understanding of the expectation set out in the framework, and it appears that in the curriculum reviews that took place, many schools that had previous cut time for RE or removed it entirely, revised their decisions.

¹ Page 23. Final Report of the Commission on Religious Education (September 2018) <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

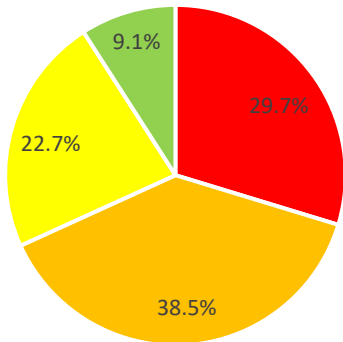
2. **Just under a third (27.4%) of Academies without a religious character report providing zero hours of RE to Year 11** The figure for 2021 represents a slight improvement from 2020 when 29.7% reported zero hours for this year group. The figure for 2021 represents an increase the proportion academies providing pupils' with their entitlement of 8%.
3. **The number of schools that report offering no provision in year 11 has increased slightly in schools required to follow a locally Agreed Syllabus from 20.5% to 21.1%.** However, it is worth noting that in 2019, the number of schools reporting zero hours in year 11 was 38.5%
4. **It should be noted that the average percentage of curriculum time in year 11 is inflated by those schools where GCSE RS is offered.** Pupils studying this course, typically spend approximately 10% of curriculum time (120-140 guided learning hours) on a GCSE as recommended by Ofqual. The increase in the number of all schools offering less than 3% of curriculum time in year 11 (around 45 minutes on average) remains a concern. However, this figure has remained fairly stable at just over 54% of all schools.
5. **Levels of provision in Key Stage three in all schools is much stronger than in Key Stage 4.** Around 10% of all schools report zero hours in year 7,8 and 9 on average. The level of provision for academies without a religious character is significant worse (just under 13% reporting zero hours) than schools where the Agreed Syllabus applies (just under 9%).

School Workforce data: Percentage of timetable time spent on RE as reported by schools

Hours for RE in year 11 by type of school

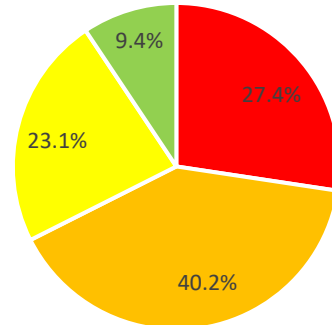


5 Academies without a religious character 2020



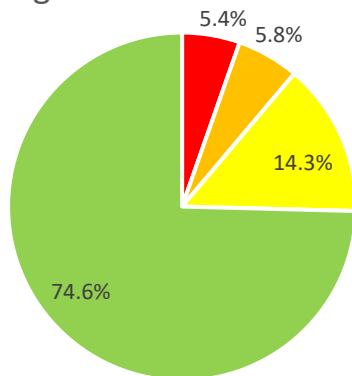
■ No RE at all ■ Between 0% and 3%
■ Between 3% and 6% ■ More than 6%

6 Academies without a religious character



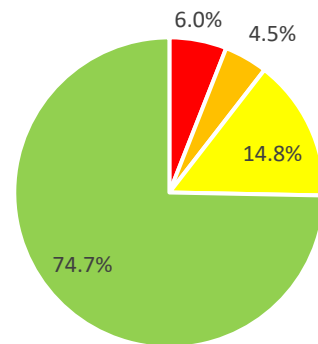
■ No hours at all ■ Between 0% and 3%
■ Between 3% and 6% ■ Greater than 6%

7 Schools and academies with a religious character 2020



■ No RE at all ■ Between 0% and 3%
■ Between 3% and 6% ■ More than 6%

8 Schools and Academies with a religious character 2021

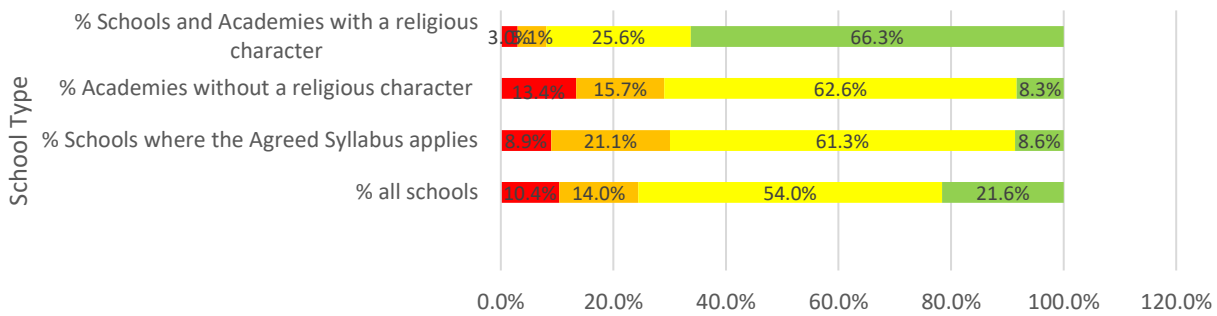


■ No hours at all ■ Between 0% and 3%
■ Between 3% and 6% ■ Greater than 6%

Hours for RE in different types of school by year group

9

Year 7 2021



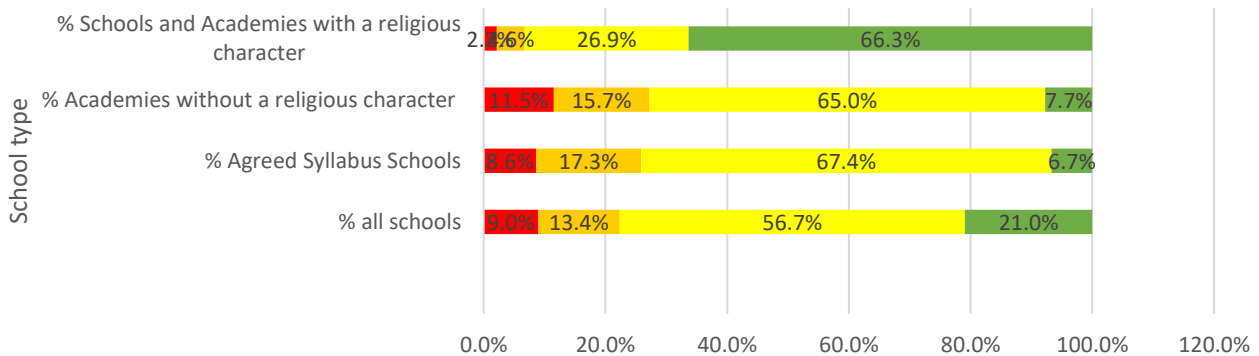
	% all schools	% Schools where the Agreed Syllabus applies	% Academies without a religious character	% Schools and Academies with a religious character
■ No hours at all	10.4%	8.9%	13.4%	3.0%
■ Between 0% and 3%	14.0%	21.1%	15.7%	5.1%
■ Between 3% and 6%	54.0%	61.3%	62.6%	25.6%
■ Greater than 6%	21.6%	8.6%	8.3%	66.3%

Percentage of schools reporting this amount of timetable time

■ No hours at all ■ Between 0% and 3% ■ Between 3% and 6% ■ Greater than 6%

10

Year 8 2021



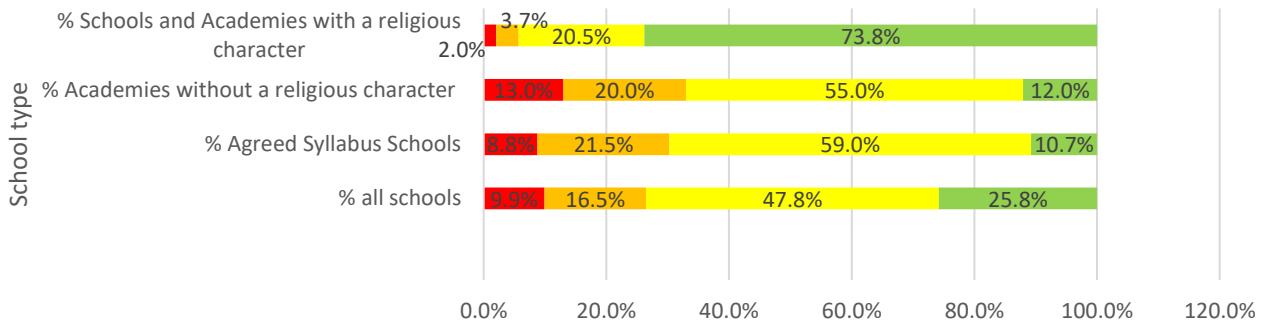
	% all schools	% Agreed Syllabus Schools	% Academies without a religious character	% Schools and Academies with a religious character
■ No hours at all	9.0%	8.6%	11.5%	2.2%
■ Between 0% and 3%	13.4%	17.3%	15.7%	4.6%
■ Between 3% and 6%	56.7%	67.4%	65.0%	26.9%
■ Greater than 6%	21.0%	6.7%	7.7%	66.3%

Percentage of schools reporting this amount of timetable time

■ No hours at all ■ Between 0% and 3% ■ Between 3% and 6% ■ Greater than 6%

11

Year 9 2021



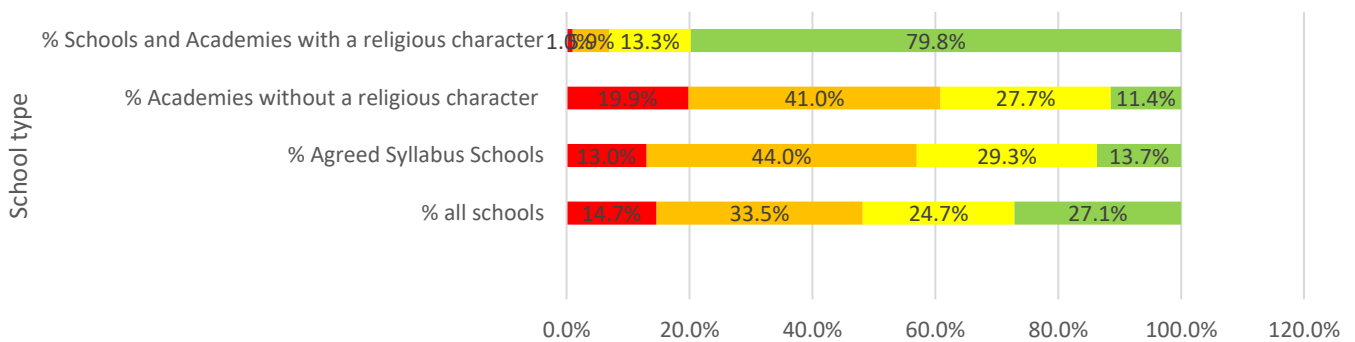
	% all schools	% Agreed Syllabus Schools	% Academies without a religious character	% Schools and Academies with a religious character
■ No hours at all	9.9%	8.8%	13.0%	2.0%
■ Between 0% and 3%	16.5%	21.5%	20.0%	3.7%
■ Between 3% and 6%	47.8%	59.0%	55.0%	20.5%
■ Greater than 6%	25.8%	10.7%	12.0%	73.8%

Percentage of schools reporting this amount of timetable time

■ No hours at all ■ Between 0% and 3% ■ Between 3% and 6% ■ Greater than 6%

12

Year 10 2021

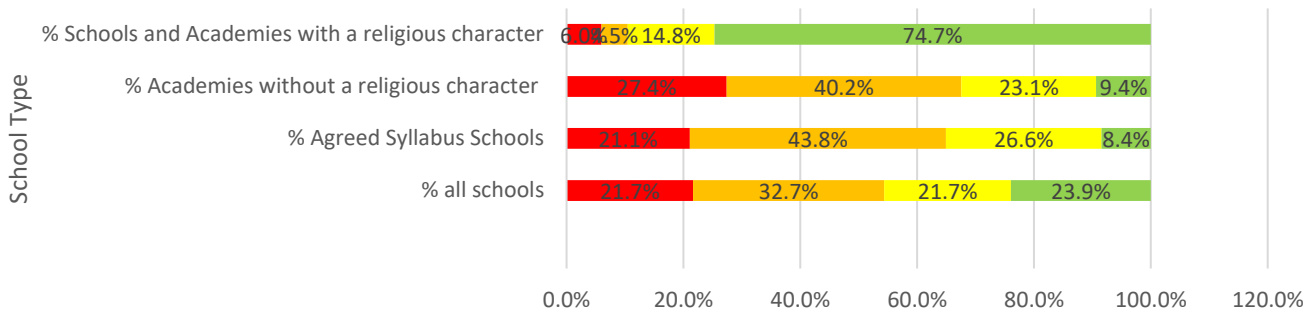


	% all schools	% Agreed Syllabus Schools	% Academies without a religious character	% Schools and Academies with a religious character
■ No hours at all	14.7%	13.0%	19.9%	1.0%
■ Between 0% and 3%	33.5%	44.0%	41.0%	5.9%
■ Between 3% and 6%	24.7%	29.3%	27.7%	13.3%
■ Greater than 6%	27.1%	13.7%	11.4%	79.8%

Percentage of schools reporting this amount of timetable time

■ No hours at all ■ Between 0% and 3% ■ Between 3% and 6% ■ Greater than 6%

Year 11 2021



	% all schools	% Agreed Syllabus Schools	% Academies without a religious character	% Schools and Academies with a religious character
■ No hours at all	21.7%	21.1%	27.4%	6.0%
■ Between 0% and 3%	32.7%	43.8%	40.2%	4.5%
■ Between 3% and 6%	21.7%	26.6%	23.1%	14.8%
■ Greater than 6%	23.9%	8.4%	9.4%	74.7%

Percentage of schools reporting this amount of timetable time

■ No hours at all ■ Between 0% and 3% ■ Between 3% and 6% ■ Greater than 6%

Commentary: The unintended consequences for provision of RE of the current set of performance measures is well documented. However, school leaders are not above the law. If most schools with a religious character (see tables 7 and 8) can find time for RE and still perform well in performance tables, it is difficult for leaders in other types of school to use this as a justification for neglecting pupils’ entitlement to a comprehensive RE. This neglect includes combining the subject with PSHE and or Citizenship into a single lesson per week which usually does a disservice to the subject content of all of these subjects. Similarly, the school level data used as a source for this report, alongside school level information about GCSE entry shows that many schools only providing RE in year 11 to pupils who opt for it, ignoring the statutory requirement to provide RE to all pupils in all year groups up to year 13.

NATRE calls on the DfE to:

- Amend the school performance measures to appropriately reward schools providing high levels of provision to all pupils – by including GCSE short and full courses in the performance measures
- Amend primary legislation and regulation of Academies to ensure pupils attending different types of school have equal access to high quality provision for RE
- Support SACREs and Multi-Academy Trusts in monitoring provision for RE and in holding leaders to account who do not provide appropriate levels of provision.

Note on School workforce Data based on information from DfE: The School Workforce Census collects curriculum information from a large sample of secondary schools. Curriculum information is requested from all secondary, middle deemed secondary and all-through schools, including relevant academy schools, with timetabling software that interfaces with their Management Information System. The information collected relates to teaching in one selected week in autumn each year. If a school operates a timetable cycle covering two or more weeks the DfE request an average figure, representative of one week’s teaching. If the school cannot provide that average, then a figure to represent a typical week should have been provided. As such, figures should be treated with caution.

Around 3,000 secondary schools – more than 80% of all secondary schools make a School Workforce Census return in any one year. However, not all schools provide complete curriculum information -where returned information on curriculum is mostly incomplete, the data for these schools has been removed from the analysis.

2 November 2022	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 (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 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: **Sarah Dawkins**
Barrister (Consultant) on behalf of the Chief Legal Officer

I confirm that this report along with the appendices referred to has been read in full. The legal functions of the SACRE are set out in section 391 of the Education Act 1996. Those functions, amongst others, includes the requirement to advise the local authority upon such matters connected with religious worship in county schools and the religious education to be given in accordance with an agreed syllabus as the authority may refer to the council

or as the council may see fit. The matters referred to includes methods of teaching, the choice of materials and the provision of training for teachers. The recommendations set out within the report are consistent with the functions of the SACRE, accordingly, there appears to be no adverse external legal implications arising from the recommendation.

7.3 **Diversity and Equality**

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project
Monitoring 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 Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- Not applicable

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. **Appendices to the report**

- Appendix 1 - National news update Autumn 2022

Report Author:

Deborah Weston, Associate Adviser for RE

National news update Autumn 2022

A Muslim reflects on the Queue

Former journalist, now head of RE in Birmingham, Waqar Ahmedi reflects on the experience of being in the queue during the Queen's lying in state.

www.reviewofreligions.org/39865/the-queen-the-queue-and-the-quran/

A level Religious Studies numbers drop for first time in 20 years

After two decades of growth, numbers of students taking an A level in RS dropped by 2.7% in 2022. The National Association of Teachers of RE (NATRE) and the Religious Education Council of England and Wales (REC) have warned this period of growth is now under threat after a five-year funding gap that has impacted current and future young people taking the subject.

www.natre.org.uk/news/latest-news/a-level-religious-studies-results-prompt-call-for-government-support/

This comes as research demonstrates that, in state schools in England, RS A level is one of the most likely subjects to be taken by disadvantaged students (fourth after sociology, psychology and English Lit), and that it is more accessible to students with lower prior attainment than many (11th out of 31). See <https://ffteducationdatalab.org.uk/2022/04/do-disadvantaged-students-choose-different-subjects-from-their-peers-at-key-stage-5/> and www.natre.org.uk/news/latest-news/

How can SACRE respond?

GCSE numbers

- The number of students in England and Wales taking a GCSE course in Religious Studies GCSE has risen to 253,225, an increase of 0.6% from last year.
- The increase was largely driven by a surprise rise in the short course in England, up 16.5% from 15,672 to 18,257.
- In Wales, amid an overall 5% drop in pupils taking GCSEs, the number of entries to RS courses fell by 11%.

The strong entry results in England saw the Religious Education Council of England and Wales (REC) and the National Association of Teachers of RE (NATRE) reiterate their call for a National Plan for the subject. They warn that an ongoing funding crisis and lack of a specialist teacher recruitment strategy now seriously threatens the provision of high-quality learning for the quarter of a million students who take the subject annually.

Joining the call for a National Plan was Lord Karan Bilimoria, CBE, DL, Vice President of the Confederation of British Industry (CBI) and Chancellor of the University of Birmingham who pointed to the number of disadvantaged students going on to take the subject at A level. A

study in April (see above) found they were twice as likely to take the subject than their peers, favouring it over history and geography:

"When it comes to levelling up education, the latest data shows that giving more support to religious education students at GCSE is an easy win. If RS is the humanity that disadvantaged young people are most likely to take, then backing this up with a properly funded National Plan is a must. The subject will provide those young people with the crucial skills of analysis, curiosity and intellectual confidence as part of a broad, balanced education and give them a headstart in the global workplace."

www.natre.org.uk/news/latest-news/take-action-on-re-say-leading-politicians-as-more-students-take-the-subject-at-gcse/

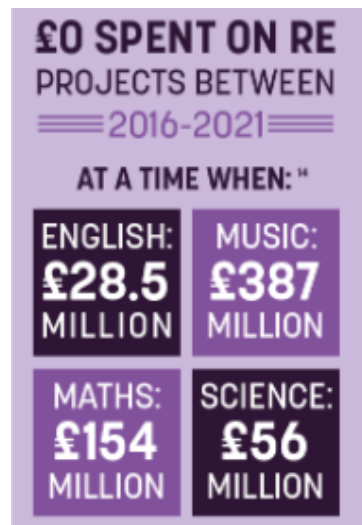
How can SACRE respond?

RE report card 2022

The reactions to the above information on examination numbers draw on the report cards mentioned in previous news updates. The RE Policy Unit from the RE Council has gathered together data on RE from the last five years and written a report card on the state of RE. There is some excellent news (such as how schools with higher rates of GCSE RS entry get higher Attainment 8 scores!) but far too much bad news (34% of academies report no timetabled RE).

The full set can be found here: www.rethinkre.org/re-report-card

How can SACRE respond? One way is to alert local MPs to the information here, with particular reference to the lack of Government funding given to the subject in the last 5 years (see graphic on the right). How else can we use the data?



Online responses to the state of RE:

Kate Penfold Attride, primary DHT, makes the case for RE

- www.theheadteacher.com/attainment-and-assessment/teaching-practice/making-the-case-for-stronger-re-lessons-in-the-primary-curriculum

Imam Sabeh Ahmedi urges a rich RE curriculum:

- <https://schoolsweek.co.uk/poor-or-no-re-is-a-gaping-hole-in-the-curriculum/>

Regional RE Hub leads in place and ready to go!

Under the leadership of Claire Clinton, Lead Director, a fantastic team of Regional Leads will be supporting ten regions of England and Wales. They have been recruited to build relationships with advisers, dioceses, universities, SACREs, LAs, governors, MATs, teaching school hubs and more. The Regional Leads will also act as conduits between the regional

providers of research, CPD, resources, places of worship and so on for the benefit of all RE/Religion and Worldview stakeholders.

The Regional Hub structure aims to increase accessibility for all teachers to local and regional professional development and research, and to enable teachers to teach with greater confidence through their access to the support, knowledge, training and resources available in their region.

Details and the list of Regional Leads:

www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/

West Midlands Regional Lead is Chris Giles: how can he help connect Worcester teachers to SACRE training and resources, and other local opportunities?

Culham St Gabriel's 'In conversation' series

Three conversations are programmed for the autumn:

- 21 Nov: Understanding understanding! What do we mean by understanding? (Prof Trevor Cooling and Dr Kate Christopher)
- 19 Dec: Conceptualising religion and worldviews for the school (Dr Kevin O'Grady)

Details and booking info here: www.cstg.org.uk/activities/events/in-conversation/

Extensive back catalogue here: www.reonline.org.uk/research/in-conversation/

How can SACRE respond? Perhaps a SACRE member volunteers to watch an 'In conversation' event and to report back on its implications for SACRE and local schools.

NASACRE online training programme

NASACRE is continuing its training and support for SACREs and SACRE members. Here are the sessions coming up in the next 4 months:

- 17 Nov: 7-8pm SACREs – a way forward...?
- 19 Jan 2023: 7-8.30 om Being an effective Chair, part 2

Full details of all sessions and costs: <https://nasacre.org.uk/training-and-support/>

Are any of these sessions a priority for SACRE members?

Inclusive Judaism: resources from the Jewish Museum of London

Classroom resources, including an extensive image library, open up the diversity of Jewish communities. Developers, Shereen Hunte and Eliana Mendelsohn, say:

The teaching of Inclusive Judaism is important for many reasons and ensures that:

- *The Jewish community is represented authentically.*
- *Students truly understand what it means to be Jewish, in all its diversity.*
- *We are able to connect to each other's experiences with empathy and compassion.*

See: [Inclusive Judaism - The Jewish Museum London](#)

How can SACRE enable schools to access this rich resource?

NATRE's annual Strictly RE conference returns on 28-29th January 2024

Taking place online for the third year, the conference themes explore: **depth, diversity and Abrahamic worldviews**

Before the weekend: 13 weekday seminars

On the weekend: 3 keynotes, 21 workshops, seven virtual staffrooms

Workshops include:

- Thinking out loud- joining the dots to help children think more critically (Primary)
- Introducing Philosophy and Philosophers to the Primary Classroom (Primary)
- Dharmic Lenses on the Climate Crisis (Secondary)
- Creating a core RE Programme for KS4 (Secondary)
- Interfaith conversations - exploring creative projects that deepen pupils' understanding in RE (Crossphase)
- Special RE (Crossphase)
- Championing and advocating for RE with parents (for SLT's)

Pay for the weekend, get access to recordings and downloads for ALL sessions!

Details and booking info, including Early Bird deals before 31 Oct...

www.natre.org.uk/courses-events/strictlyRE-2023/

How can SACRE respond? Could a SACRE member attend and report back?

NATRE Spirited Arts 2023 – new themes announced

Will schools from our area join hundreds of schools from around the world taking part in this year's Spirited Arts competition? Entries are welcomed in (almost!) any art form pupils can think of.

Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RE?

The 5 themes

1. "We have more in common than that which divides us."
2. Green faith, green future? ['God's good earth?']
3. Where is God today?
4. Faith in action, values in action.
5. Sacred space and holy buildings

Find out more details here www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2022/

2022 results will soon be available on the NATRE website

How can SACRE encourage schools take part in this competition? Can this link in with anything going on locally? Some SACREs have held local Spirited arts competitions and worked to display entries in a local museum. Is this something this SACRE might consider?

Visits, videos and other resources for the classroom

Birmingham faith visits

The Arts Society Birmingham has worked with six faith communities to provide guidance and materials on six places of worship. Teachers can find a 4-page booklet, three videos introducing the building and community, and a related quiz for each place of worship.

Supported by a generous grant from Westhill Endowment Trust, The Arts Society Birmingham has collaborated with six different places of worship, Birmingham Faith Leaders and other organisations to produce resources designed to enhance a school visit, or to support a virtual visit, to a place of worship for children 8 to 13 years.

Actual visits to the places of worship may be arranged by contacting them directly. Contact details are provided on the Illustrated Guides. <https://birmingham-faith-visits.theartsociety.org/>

Culham St Gabriel's has launched a series of promotional films aimed at improving public perception of RE <https://www.cstg.org.uk/campaigns/promoting-an-education-in-rwv/promotional-film-collection/>

Can SACRE make these resources available to teachers to help at parents' meetings, options evenings and so on?

Free webinars for primary and secondary ECTs – a taster for NATRE ECT membership

Early Career Teachers have access to a range of free support through a series of online sessions. ‘Café’ sessions give you a chance to talk with experienced teachers and experts from different worldview backgrounds. The taught sessions offer expert input with a focus on practical classroom strategies.

Date – All Mondays 4.00-5.30pm	Topic
14 Nov	Taught session: Focus on Disciplinary RE
12 Dec	Café NATRE: Subject knowledge Buddhism
9 Jan	Taught session: Focus on Non-religious worldviews
13 Feb	Taught session: Focus on Hindu Dharma
13 Mar	Café NATRE – Subject knowledge Judaism
8 May	Taught session: Focus on Worldviews
12 June	Taught session: Focus on Sikhi
10 July	Café NATRE: Subject knowledge Christianity

ECT webinars booking link <http://ow.ly/VupG50KG3cP>

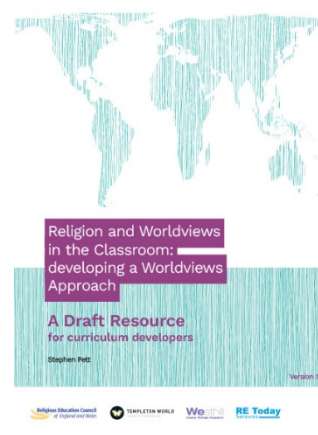
Draft Resource for Religion and Worldviews in the Classroom

As part of a three-year Worldviews project, the RE Council of England and Wales (REC) has published a draft resource for Religion and Worldviews in the Classroom.

The resource sets out a rationale for a religion and worldviews approach, building on the developments since the 2018 Commission report. It incorporates a revised **National Statement of Entitlement** (NSE), which gives a clear description of an education in religion and worldviews, and sets a benchmark for high-quality teaching and learning. The resource then offers practical guidance, including how to use the NSE to develop a syllabus or curriculum, applying ways of knowing, developing pupils’ personal worldviews, and what progress looks like in a worldviews approach.

Sections include:

- What do people mean by 'religion'?
- What do people mean by 'worldview'?
- The value of worldviews
- Purposes for RE in a religion and worldviews approach
- Revised National Statement of Entitlement
- Developing pupils' personal worldviews
- Making good progress
- Applying disciplinary methods
- How to use the NSE to develop a syllabus
- How to use the NSE to develop questions and construct units of work
- Making good progress: three models



The resource is primarily written to inform three Framework Development Teams, who are currently working to apply the NSE and the guidance to their own contexts. During this process, the draft resource will be tested and revised as necessary, before the publication of a final Handbook, three example frameworks, sample units of work and pupil responses, in 2024.

You can download copies of here: www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/

This is a next step towards a worldviews approach in our subject. How might SACRE consider this and its implications for our local syllabus?

2 November 2022	ITEM: 8
Standing Advisory Council on Religious Education	
Work Plan Review and Update for 2022-2023	
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 2021-22 was agreed at the Autumn Term meeting in 2021. Members considered the non-statutory guidance on RE made links between it and the planned actions for 2021-22, This report proposes a review of that plan and some suggestions for 2022-2023

1. Recommendation(s) that SACRE:

1.1 Review the workplan for 2021-2022 and consider the recommendations for work in 2022-23

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 the third element of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead 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: **Sarah Dawkins**
Barrister (Consultant) on behalf of the Chief Legal Officer

I confirm that this report along with the appendices referred to has been read in full. The legal functions of the SACRE are set out in section 391 of the Education Act 1996. Those functions, amongst others, includes the requirement to in each year publish a report as to the exercise of their functions and any action taken by representative groups on the council under subsection (3) during the last preceding year. (7) The council's report shall in particular, (a) specify any matters in respect of which the council have given advice to the authority, (b) broadly describe the nature of the advice given, and (c) where any such matter was not referred to the council by the authority, give the council's reasons for offering advice on that matter. The recommendations set out within the report are consistent with the functions of the SACRE, accordingly, there appears to be no adverse external legal implications arising from the recommendation.

7.3 Diversity and Equality

Implications verified by: **Roxanne Scanlon**
Community Engagement and Project
Monitoring 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 Inequalities, Sustainability, Crime and Disorder or Impact on Looked After Children

- Not applicable

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

9. **Appendices to the report**

- Appendix 1 -

Report Author:

Deborah Weston, Associate Adviser for RE

Developing an action plan for SACRE

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 2022-2023 in red)
To meet the statutory duties of a SACRE

Objective	Action	Responsibility	Date	Success criteria
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
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
Produce annual report of the work of SACRE including advice to the council.	Pilot the NASACRE 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
Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Thurrock	Conduct a survey of schools to assess use of the Agreed Syllabus 2022-27 Publicise the RE Quality Mark and encourage schools to share their submissions with SACRE as a means of self-evaluation	(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.

	Members to hold online discussions with subject leaders			
Provide information on the RE curriculum to schools including through training	<p>Offer a full day of training to launch the revised Agreed Syllabus and accompanying documents</p> <p>Update a mailing list for RE leads in primary and secondary schools to facilitate briefings. Use the opportunity provided by face to face syllabus launch.</p> <p>Update schools on current developments in RE (NATRE and other material requested by SACRE)</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>
Monitor provision for RE and Collective Worship	<p>Source and present national and local data as follows:</p> <p>GCSE validated and unvalidated results and entries (local and national)</p> <p>School workforce data (local and national)</p> <p>Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local)</p> <p>Review school websites</p> <p>Write to schools about findings</p> <p>Sample collective worship policies</p>	<p>Adviser</p> <p>All SACRE members</p> <p>LA representative</p>	Annually	<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>
Evaluate SACRE work and establish priorities	Item at autumn term meeting	All SACRE members	Autumn term meeting	Evaluation identified success criteria are met

Schedule 2022/23		
Date of meeting	Subject	Objective (note – objectives 1 and 2 apply to all meetings)
Autumn 2022	<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 2021-22 • Spirited Arts Competition (moved from summer term) 	<ul style="list-style-type: none"> • 6 • 7 • 2 • 6 • 4
Spring 2023	<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 2023	<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 	<ul style="list-style-type: none"> • 6 • 6 • 6 • 5 • 4