

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 **1 November 2023**

This meeting will take place via Microsoft Teams

Membership:

Committee A:

Miss R Saul, Diocese of Brentwood, Roman Catholic Member
Ms H Kaur Takhtar, Sikh Member
Mr T Ojetola, Pentecostal Member
Mr L Trup, Jewish Member
X6 Vacancies

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
Ms R Shina, Teachers' Associations
X2 Vacancies

Committee D:

Councillor Qaisar Abbas, Local Authority
Councillor Daniel Chukwu, Local Authority
Councillor James Thandi, Local Authority

Agenda

Open to Public and Press

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1 Apologies for Absence	
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To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 12 September 2023.

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 Recruitment, Training and Retention of Teachers of RE (Verbal Update)

6 Update on National Developments and Opportunities 9 - 22

7 The REC's National Content Standard for RE (2023) 23 - 34

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: **20 October 2023**

Information for members of the public and councillors

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- Access the modern.gov app
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DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

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

Helpful Reminders for Members

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

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

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



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

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

Disclosable Pecuniary Interests shall include your interests or those of:

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

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

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

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

Pecuniary

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

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

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

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

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

Non-pecuniary

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

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

Our Vision and Priorities for Thurrock

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

1. **People** – a borough where people of all ages are proud to work and play, live and stay
 - High quality, consistent and accessible public services which are right first time
 - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
 - Communities are empowered to make choices and be safer and stronger together

2. **Place** – a heritage-rich borough which is ambitious for its future
 - Roads, houses and public spaces that connect people and places
 - Clean environments that everyone has reason to take pride in
 - Fewer public buildings with better services

3. **Prosperity** – a borough which enables everyone to achieve their aspirations
 - Attractive opportunities for businesses and investors to enhance the local economy
 - Vocational and academic education, skills and job opportunities for all
 - Commercial, entrepreneurial and connected public services

Minutes of the Meeting of the Standing Advisory Council on Religious Education held on 12 September 2023 at 6.30 pm

Present:

Committee A: Mr L Trup

Committee B: Mr P Anderson and Mrs R Everett

Committee C: Ms J Culloty

Committee D: Councillors D Chukwu and J Thandi

Apologies: Councillor Abbas, Miss Saul and Ms Kaur Takhtar

In attendance: Deborah Weston, Associate Advisor for Religious Education
Andrea Winstone, Strategic Lead for School Effectiveness and SEND
Jenny Uzzell, representative of the Pagan Federation (left at 7.36pm)
Kenna-Victoria Healey, Senior Democratic Services Officer

1. Minutes

The minutes of the Standing Advisory Council on Religious Education meeting on 18 January 2023 were approved as a correct record.

2. Items of Urgent Business

There were no items of urgent business.

3. Declarations of Interest

There were no declarations of interest.

4. Appointment of Chair and Vice-Chairs

Nominations were invited for the appointment of Chair of the Committee. Mr Anderson commented he was happy to remain as Chair unless someone else wish to. Mrs Everett nominated Mr Anderson and was seconded by Ms Culloty, that Mr Anderson be appointed and remain as Chair of the Committee.

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

RESOLVED that:

- 1. That Mr P Anderson be appointed as Chair of Thurrock SACRE.**
- 2. The following Members be elected as Vice Chairs:**

Committee A: Mr T Ojetola
Committee B: Mrs R Everett
Committee C: Ms J Culloty
Committee D: Councillor Thandi

5. Paganism and RE in Thurrock

The representative from the Pagan Federation addressed SACRE highlighting the following:

- There was nothing that all pagans were expected to believe and there were no scriptures or places of worship.
- Paganism was a collection of traditions in the UK and realistically, most of them really started in the 1970s, so these were new religious traditions.
- There were several different Pagan traditions, which included Wicker and witchcraft being the most common and then Druidry, Heathenry and spirituality. There was also Shamanism, which was identified within the recent census. Members heard that Shamanism was not a religion or a religious tradition, it was a religious practice similar to how prayer and meditation were religious practices.
- Key values included honourable relationships and service.

Members thanked the representative for her presentation and for the factsheet which had been circulated prior to the meeting.

It was enquired as to whether there was any guidance which SACRE could consider if there were any schools where pupils were identifying themselves with paganism so they could see themselves within the curriculum. It was advised that the Pagan Federation were working with RE Online to provide guidance for schools and there was currently documentation online which could be used by schools.

RESOLVED that SACRE:

- 1. Read the factsheet circulated in advance of the meeting and consider questions they might like to ask**
- 2. Decide whether or not they consider it to be appropriate to recommend to the council to include a representative of the Pagan Federation to join SACRE (Committee A)**

6. Collective Worship

The report was introduced by the Chair of SACRE who advised this item was previously presented at a previous meeting where Members looked at

updating SACRE's guidance to schools on collective worship and had decided to update the documentation which was included within the agenda.

The Associate Advisor for Religious Education explained as there had been some changes and amendments to the document, it was felt it better to bring back the report to SACRE for final approval before sending out to the schools.

Members thanked the Associate Advisor for Religious Education for including the amendments mentioned at the previous meeting and for her work on the document.

RESOLVED:

That SCARE agreed that the updated advice (Appendix 1) be sent to schools acknowledging revisions made (see Executive summary) following discussion at the Spring Term meeting (Appendix 1)

7. Update on National Developments and Opportunities

The Chair of SACRE introduced the report which had been presented at the previous meeting and following that meeting it was asked that this be included within the newsletter which was sent to all schools.

The Associate Advisor for Religious Education confirmed that the newsletter had been sent to schools following approval from the Chair on the contents from SACRE.

RESOLVED that SCARE:

- 1. Reviewed the information collected at Appendix 1**
- 2. Evaluated the relevance of each section for RE in Thurrock**
- 3. Authorised the adviser to share the attached update with schools and their governing boards.**

8. Spirited Arts (Verbal update)

The Associate Advisor for Religious Education advised that pack for the Spirited Arts Competition had been circulated to SACRE Members and they had been asked to rank their favourite for each year group and age categories scoring first, second and third. These were to be collated via the Associate Advisor for Religious Education who would in turn announce the winners.

Members were asked if they would be happy to present a prize and certificate to one of the winners, to get in touch with the Associate Advisor for Religious Education.

9. Recruitment, Training and Retention of Teachers of RE

The report was introduced by the Associate Advisor for Religious Education during which it was acknowledged:

- At the end of the recruitment year into teacher training, the target for teachers of Religious Education for secondary teachers needed to fill vacancies in the country was 665.
- Currently 36% of the target were still to be recruited, which showed there were a lot of secondary schools beginning in September being unable to appoint potentially a single Religious Education teacher.
- This was a national issue and not only related to Thurrock, although it was suggested to consult schools to enquire how recruitment was affecting schools in the Borough.

RESOLVED:

Consult with school leaders to collect information about:

- **whether challenges in recruitment of RE specialists affects Thurrock Schools**
- **what strategies they have used to fill vacant posts, timetable slots e.g. changes to the curriculum, retraining teachers of other subjects, being involved in SCITTs (School centred initial teacher training) apprentice schemes etc?**
- **What impact the shortage of teachers has on provision for RE**

The meeting finished at 8.01 pm

Approved as a true and correct record

CHAIR

DATE

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

1 November 2023		ITEM: 6
Standing Advisory Council on Religious Education		
Update on National Developments and Opportunities		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston: Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: Shelia Murphy, Corporate Director of Children's Services		
This report is Public		

Executive Summary

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

1. Recommendation(s) that SACRE:

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

2. Introduction and Background

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**
Head of Finance, Children Services and
Dedicated Schools Grant

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: **Daniel Longe**
Principal Solicitor

The legal duties on the advisory council are set out in s391 of the Education Act 1996. The main one is to advise the local authority on such matters connected with (1) the religious worship in community schools or in foundation schools without a religious character and (2) the religious education to be given in accordance with an agreed or other syllabus, as the authority may refer to the advisory council, or as the council may see fit.

This report does not contain information for which there are legal implications, and it is for review and consideration. No decision is required.

7.3 **Diversity and Equality**

Implications verified by: **Becky Lee**
Team Manager, Community Development and Equalities

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 SACRE Updates for SACRE From RE Today / Autumn 23

Report Author:

Deborah Weston OBE
Associate Adviser for RE

National SACRE Updates for SACRE From RE Today / Autumn 23

The RE Council launches a National Content Standard for RE

The RE Council's National Content Standard provides a non-statutory benchmark for syllabus providers and other bodies to evaluate their work. It is specifically for use in England. It is not a curriculum, and it does not determine precisely what content schools should teach. Rather it is a standard by which different RE curricula, content, pedagogy, and provision can be benchmarked. You can read more about it [here](#) and a blog about it here. "[It's about the standard, not the stuff](#)" – National Content Standard – REC (religioueducationcouncil.org.uk)

Open letter from over 30 Parliamentarians

An Open Letter was published on the 18th September by the Daily Telegraph. More than 30 MPs and peers have written to the Education Secretary, highlighting that school pupils receive tokenistic religious education or none. The MPs are blaming this on a lack of trained teachers and funding for the poor quality of religious education. They argue that this lack of education leaves children ill-prepared to understand their own and others' worldviews, hindering their ability to participate in society. Link to the [letter](#)

NATRE provide evidence at Education Select committee enquiry session

NATRE, along with 3 other subject associations, were invited to speak to a session of the Education Select Committee to support their enquiry into Recruitment and retention of teachers. Deborah Weston, NATRE Research Officer and Chair of the RE policy unit (Joint group made up of NATRE, REC, RE Today), gave evidence in the two hour session.

The session can be viewed [here](#)

The TES wrote about the session in which [D&T teachers 'rummage in skips' for materials, MPs told | Tes](#)

Deborah Weston is quoted:

'Deborah Weston, research officer at the National Association of Teachers of Religious Education, told MPs that "schools are very inflexible places". She said that the "pressures on headteachers are so significant in terms of accountability...that there's a nervousness about

taking people on part time”. Ms Weston also argued for an increase in the provision of part-time training to become a teacher, arguing that this could boost recruitment and retention.’

DfE Guidance on the place of Humanists on SACREs

[Guidance for local authorities about membership of Standing Advisory Councils for Religious Education \(SACREs\) \(natre.org.uk\)](https://natre.org.uk/guidance-for-local-authorities-about-membership-of-standing-advisory-councils-for-religious-education-sacres/)

Following a request from NATRE, the DfE have produced the guidance below which has now been sent to local authorities. It makes clear that, in relation to committee A, it is the Local Authority who select which groups can be represented on the local SACRE and on the Agreed Syllabus Conference (ASC) and that this selection may include representatives from non-religious belief systems.

See DfE guidance below.

Guidance for local authorities about membership of Standing Advisory Councils for Religious Education (SACREs)

This note provides information on a recent court ruling and shares the Department for Education’s (the Department) view that representatives from non-religious belief systems may be appointed to Group A of a SACRE and/or to an Agreed Syllabus Conference (ASC).

Background

SACREs are established by local authorities, as required by legislation^[1], and their membership must consist of the following groups:

- Group A: members that represent Christian denominations and other religions and their denominations who will appropriately reflect the principal religious traditions in the area;
- Group B: members that represent the Church of England;
- Group C: members that represent the teaching profession or other relevant associations that, in the opinion of the authority, ought to be represented; and
- Group D: members that represent the [local] authority.

The recent legal case of *Bowen v Kent County Council* ^[2] (more details in the Annex) clarified that applications for Group A membership from persons who represent holders of non-religious beliefs should be considered in the same way as applications from those who represent holders of religious beliefs.

In the Department’s view, the non-religious beliefs adhered to by the person to be appointed must be analogous to a religious belief. To be “analogous”, the non-religious beliefs must, in accordance with case law under the European Convention of Human Rights and the Human Rights Act 1998, attain the necessary level of cogency, seriousness, cohesion, and importance to attract protection under the Convention Rights. ^[3]

The final decision on appointment of persons to a SACRE or ASC is a matter for local authorities. This may include consideration of whether such a representative would help ensure that the relevant traditions and beliefs in the local authority’s area are appropriately reflected in Group A.

[1] **Section 390(4)(a) of the Education Act 1996**

2 www.bailii.org/ew/cases/EWHC/Admin/2023/1261.html

3 This aligns with the policy in Wales, where a non-religious belief for the purposes of education is aligned with those philosophical beliefs that are protected following European Convention of Human Rights caselaw.

Recruitment crisis in teaching and especially in secondary RE

London, 6th March, 2023: A campaign to attract a new generation of RE teachers has kicked off with teaching groups, religious organisations and parliamentarians stressing the importance of the subject for preparing students for life in modern Britain.

As of January, UCAS data show that teacher recruitment for all subjects is down 22% from last year. However RE stands out, being down a third of applicants from the last recruitment cycle.

Government inaction over recruiting teachers to RE has been blamed. The Department for Education (DfE) has so far missed its target for the recruitment of RE teachers in nine of the last ten years.

Despite this year's fall in applicants, the subject continues to grow in popularity. Over the last five years entries to the GCSE have stood around an average of 250,000 with entries to the full course GCSE rising by 30% over the last decade.

The recruitment campaign – entitled 'Beyond the Ordinary' - draws attention to the academic and knowledge rich approach of the subject to life's big questions, and will seek to attract a set of talented graduates up to the task of getting young people to grips with the complex nature of modern belief.

Kathryn Wright, Chief Executive Officer of Culham St Gabriel's Trust, which is supporting the campaign, said: "Religious education is an important curriculum subject enabling children and young people to navigate our complex multi religious, multi secular society. Everyone has a worldview, and it's important we prepare young people to become free thinking, critical participants in public discourse, who can make informed judgements about matters of religion or belief and reflect meaningfully on the big questions in life."

We are looking for ambitious graduates from a range of humanities and social science subjects who can deliver an academic and rigorous curriculum aimed at getting young people to think critically about their own beliefs and those of others."

Last March, the Father of the House, Sir Peter Bottomley MP hosted a roundtable on the future of the subject. In October, a Westminster Hall Debate saw MPs and Peers from across the House agree on its importance for life in modern Britain as well as express concern around a lack of government support for the subject.

Lord Karan Bilimoria said: "The latest teacher recruitment figures are deeply worrying. Parents are concerned, schools are concerned and so too the young people are missing out.

"As a Champion for RE, I've heard numerous times from students that this is one of the few times in the classroom where they get to say what they think about the world around them. At present we face doing a disservice to a generation of young people ill-equipped to deal with the complexities of belief in Britain and the world beyond. This campaign is about

getting the best humanities graduates into the classroom to help them deliver a modern RE curriculum reflective of belief in our society.”

Teacher training courses are open to graduates from a range of academic disciplines and from all sorts of diverse backgrounds, with Subject Knowledge Enhancement courses available from schools, universities or other providers.

Anyone looking for more information about training to be a RE teacher should visit <https://www.cstg.org.uk/campaigns/teacher-recruitment/becoming-a-teacher>

Do we know what this problem is like in our Secondary schools?

NATRE analysis of GCSE and A level Religious Studies data: National and regional variations

The reports linked to below cover GCSE and A level RS in both England and Wales and reveal many similarities and some differences between the two nations in relation to trends over time. It is clear that the removal of the short course from performance tables has had a devastating impact on the number of children leaving school with a qualification in Religious Studies. In many cases, the loss of the short course has coincided with an increase in the number of schools reporting zero hours of timetable time for RE in year 11 in the school workforce data. At A level, entries have remained fairly stable over recent years in England but in Wales, there is a step decline, of around 33% since 2020. The reasons for this need further investigation.

For example:

A level Essex % A*-C 2023 77.9 % (Nat 79%)

Uptake in Essex 1.69% (Nat 1.88%)

GCSE Essex % Grade 9-4 2023 74.6% (Nat 72.2%)

GCSE Uptake Essex 16.8% (National Average 25.7%)

[NATRE analysis of GCSE and A level examination data for Religious Studies reveals interesting variations between nations and regions](#)

How can we encourage more pupil entries for GCSE RS, especially as we know disadvantaged pupils often do well in the subject?

Shortage of RE Teachers ‘Dangerous cycle’ within Religious Education

The shortage of religious education (RE) teachers has been highlighted in a Religion Media Centre briefing. Only six people have come forward to train as RE teachers in Wales, and in England, no RE teacher training courses have reached their target of entries.

Hundreds have their applications pending because their degrees have not been finalised due to the university lecturers' strike action. Dr Tim Hutchings, from the University of Nottingham, told the briefing that there was a dangerous cycle emerging in the study of Religious Education, where GCSE entries are stable with RE remaining as the 7th most popular subject, A-level results show a slight dip in entries, fewer students choose to study Theology or Religious Studies at university and fewer have chosen to train to teach RE.

Teachers, academics and advisers told the briefing that Headteachers want to include RE in the curriculum as the understanding of religion is vital in a global society, but the lack of specialist teachers is an issue. The RE council is campaigning for the government to create a national plan to support high standards in RE provision and bursaries to encourage new teachers.

Link to webinar below

[Shortage of RE teachers “dangerous cycle” within religious education \(natre.org.uk\)](http://natre.org.uk)

RE at the Party Political conferences

In late September and Early October, teams of teachers from NATRE will be joining representatives from the Religious Education Council of England and Wales (REC), Culham St Gabriel's and RE Today to attend the Labour, Conservative and Liberal Democrat party conferences.

This lobbying work that NATRE do on your behalf is really important because it enables us to take the voices of teachers and pupils to policy makers. At the party conferences, we will be sharing the importance of high-quality RE for all pupils in all schools, talking about the need for a national standard in the subject, sharing constituency data related to RE with MPs, SACRE members, local councillors and party members and talking about what high-quality RE looks like in Primary and Secondary classrooms.

As an election comes round. Please talk to your candidates when they come to your door and write to them about supporting RE.

[Your Voice Matters: NATRE's Call to Action to ask your MP to meet us now!](#)

Training, networking, and other support

Anti-racist RE: continuing debates and widening resources

Jonathan Marshall, MBE, ran a brilliant RE and interfaith centre in Plymouth before he retired. Thanks to Jonathan for drawing attention to resources which might compliment the NATRE anti-racist RE materials (<https://www.natre.org.uk/about-natre/projects/anti-racist-re/>)

“I think teachers might find the work of the Equiano Project on anti-racist education helpful. In the true spirit of quality RE, some diversity of views might be welcome.”

This black-led project may help teachers of RE who want to understand the complexity of an anti-racist RE approach: they should be encouraged to explore a range of different voices, one of which is to be found on the excellent website of “The Equiano project”

<https://www.theequianoproject.com/>

See for example the video “Understanding the new politics of race” by Prof. John McWhorter. At just under twenty minutes, this perspective is an extremely helpful and profound insight into the background and current situation of anti-racism.

Global Neighbours: school awards from Christian Aid

The Global Neighbours accreditation scheme is an award scheme for schools run by the charity Christian Aid, in partnership with the Church of England Education Office. It is open to all primary schools and has recently expanded into secondary schools too. The scheme has been running for five years and celebrates the development of global citizenship and courageous advocacy in schools. Its aim is to encourage a deeper understanding of the world and for young people to be empowered to engage with and respond to global issues.

Schools can apply for a bronze, silver or gold award. To achieve accreditation, schools must demonstrate how they are fulfilling criteria relating to:

- Leadership, vision and values
- Teaching and learning
- Collective worship and spiritual development
- Pupil participation in active global citizenship
- Community engagement

For more information please contact Alison Brown (Global Neighbours Schools Programme Officer): abrown@christian-aid.org

NATRE Membership- direct support for teaching

NATRE is the largest membership organisation which promotes, defends and supports RE teachers and RE teaching. It does this through producing high-quality resources and CPD, lobbying government, being involved in conversations with the DfE and Ofsted, LAs and SACREs, telling teachers' stories and experiences and being a voice for all teachers.



Membership packages for students, ECTs, teachers, schools, RE professionals and RE enthusiasts!

Details: www.natre.org.uk/membership

RE Connect Teacher Fellowship Programme

This programme is designed to help deepen teachers' understanding and confidence for exploring the environmental crisis through the lens of religions and worldviews in RE. The programme is not just about getting ideas, but also enhancing your teaching practice and professional network around this theme.

After a successful pilot of the programme in 2021-22, RE:Connect will be running again from September 2023, thanks to a grant from the Culham St Gabriel's Trust. There are places for **up to 10 teachers** of RE (primary and secondary) on the 6 month teacher fellowship programme.

The initiative is run by Dr Jeremy Kidwell, Associate Professor in Theological Ethics at the University of Birmingham and Dr Ian Jones of St Peter's Saltley Trust, with input from experienced primary and secondary specialists, environmental scientists, climate activists and academic researchers in religion and environment.

The programme offers opportunities to:

- Deepen subject knowledge on the intersection of religion and ecology
- Work with cutting-edge subject specialists on religious ethics/practice, ecology, and climate change policy
- Work as part of a supportive and dynamic team to create and trial new approaches and resources for teaching on this theme
- Become a champion for teaching and learning on religion and environmental crisis

The Teacher Fellowship Programme involves monthly workshops from Autumn 2023 to Spring 2024, with tasks to undertake between workshops. Programme sessions will include one fully-funded weekend residential and 6-8 online evening sessions (roughly one per month). There is no cost of participation to the teacher or their school and Fellows receive a bursary of £500 to cover costs of participation plus travel expenses to enable attendance at in-person sessions.

Interested? Please contact Ian Jones (director@saltleytrust.org.uk) to register your interest. Selection for the programme is by a formal application process.

Philosophy of Religion courses from the FT

Jack Robertson, RE teacher in north London, is working with the Financial Times to offer free access to FT.com for all schools and colleges teaching sixteen to nineteen year old students. An FT subscription can support students in developing the broad knowledge that will help them stand out to examiners, universities and employers. A Philosophy Class page, ft.com/philosophyclass, is available for teachers and students of philosophy and ethics. It brings together relevant articles from across the FT and provides accompanying questions that prompt students to reflect critically and make connections to areas of the A-level specification. There is also an IB Theory of Knowledge page for IB students. Recent Philosophy Class articles cover topics from the ethics of climate protests and abortion to developments in AI and quantum physics, as well as interviews with philosophers such as MacAskill, Chalmers and Srinivasan. Participating schools receive the same level of access to FT.com as regular subscriber. Check if your school is registered or register your interest via the Philosophy Class page or at ft.com/schoolsarefree

Jack Robertson JRobertson@gebarnet.co.uk

RE Hubs – Website now live!



RE Hubs website is now live at www.re-hubs.uk. RE Hubs aim to connect those who can provide resources with those who need them and create a neutral platform being RE professionals together.

Many organizations serve RE/RVE/R&W education in the UK, from places of worship and school speakers to CPD partnerships and resource providers. However, until now, there hasn't been a single place to equip, enable, and signpost everyone within the community.

How can we encourage speakers and places of worship to sign up to the training and appear on the site? What links do you have where you can share this?

BBC Expands early years RE resources

There are new resources for 4 and 5 year olds for RE / RME and RVE from BBC Bitesize Reception. These include some simple craft activities and some recipes for festive food with clear and simple ideas to bring the world of religion alive for small children. The subject is connected to work in the fields of expressive arts and design, helping pupils with their understanding of the world particularly in the field of religion and belief. These new materials cover Christmas, Easter, Eid ul Adha, Vaisakhi, Diwali and more and have now gone live. They include video clips made for the age group, activity sheets and information for teacher-use. Lat Blaylock, who contributed to the work says: 'I'm really pleased to see that BBC have made such a diverse and well thought out contribution to Early Years learning about religion and belief. Teachers will find this is a little treasure trove.'

Here is a link:

<https://www.bbc.co.uk/bitesize/topics/z24kqyc>

Against Islamophobia: new resources free for schools

Educate Against Islamophobia (EAI) has recently published a plethora of educational materials for the Early Years, primary schools, high schools and educational practitioners across the U.K. The teaching and learning materials are reflective of the respective curriculums and national frameworks, and offer learners with learning opportunities that are applicable to their respective nations.

Early Years resources:

- Amna & Amy Storybook
- 2 lesson plans.

The storybook and accompanying lesson plans aim to support children in the Early Years to develop an awareness of equality, diversity and respectful behaviour and introduce learners to aspects of the Islamic identity.

Primary school resources:

- Unit of work

The unit of work which comprises 6 lesson plans supports KS1-KS2/P2-P7 learners in developing positive attitudes towards diversity. This unit of work also aims to introduce learners to the Islamic identity and will enable them to explore some of the similarities and differences between Islam and other faiths/culture.

High school resources:

- Unit of work

The unit of work which comprises 6 lesson plans supports KS3-KS4/S1-S4 learners in developing an awareness of Islamophobia, including its manifestations and dangers.

Learners will explore the issue of Islamophobia through a range of themes and lenses including human rights, anti-bullying and media literacy.

Educator resources:

- Islamophobia awareness training session
- Equality, diversity and inclusion audit

The Islamophobia awareness training and EDI audit aims to promote an awareness of Islamophobia and equip practitioners with the understanding of how to address it in the school community. These materials will also assist educational practitioners to meet their Public Sector Equality Duty under the Equality Act (2010).

To download your free copy of EAI's materials, visit: <https://eai.org.uk/>

If you would like to learn more about Educate Against Islamophobia's work and services contact info@eai.org.uk

Fischy Music: 25 years nurturing emotional and spiritual well being

Lots of schools use Fischy Music in RE as well as assemblies. 2023 is an exciting year for Fischy Music, this year celebrating its 25th Anniversary! Free online concerts streaming live every month throughout this year, so whole classrooms and assembly halls of children can join in with 30 minutes of uplifting songs!

Founded in 1998 by Stephen Fischbacher, Fischy Music (www.fischy.com) is a children's charity, writing songs for and with children to nurture positive mental health and help them express and manage a range of emotions.

Songs are at the heart of Fischy's work, with Health & Wellbeing and RE & Collective Worship songs and teaching resources made available to children, families, schools and churches. In addition to live events the innovative song-streaming platform, Fischy Music Online has made it easy for teachers everywhere to access over 140 songs and teaching resources, with new songs regularly added.

"Fischy Music songs open an emotional door allowing children to have the confidence to discuss issues and problems that we might otherwise not pick up on."

Teacher, St Philomena's Primary School, Glasgow

Schools can subscribe to Fischy Music Online to access over 140 songs. The RE Package includes resources created in conjunction with Lat Blaylock, RE Today, to help staff use music well in RE and connecting to significant Christian concepts (eg from Understanding Christianity). The resources can be used by all staff and are useful in all primary schools wherever you want to enable spiritual reflection and can also be used in assemblies and services for collective worship. To find out more, email: info@fischy.com

Faith inspired Art to encourage conversation, reflection and action

Cheryl Homer, Westhill Endowment, writes: RE Today and NATRE have always been great supporters of the arts and if you are wondering if using faith inspired arts in your school might be beneficial the answer is most likely 'yes'. But where do you start?

Westhill Endowment are here to help, with years of experience working with faith inspired arts. The charity has 10 art collections which are available FREE* to schools and community venues around the UK.

Many communities have already benefited from these resources which aim to encourage conversation, enable reflections, and inspire action.

A Year 10 textiles student recently reflected on her experience with the Gethsemane Garments: "I liked the green garment [representing Hope] showing the rips and tears of the fabric, but with the sides being restitched to show signs of healing and positivity."

A Primary School Teacher reflected on a creative lockdown session provided by their local vicar using the exhibition Bald Statements: "The creative artwork [the children produced in response] has been thought provoking and the children were able to speak honestly on their feelings and experiences of lockdown."

The art collections come with a variety of themes and mediums, including free standing and wall mounted works of art. Additional materials such as booklets, education packs, and films are available. Westhill will also consider funding applications for events around your exhibition.

Westhill Endowment work one to one with all exhibition hosts helping you tailor your exhibition to suit your space and your audiences. If you'd like to know more, please contact Westhill's Arts Coordinator, Cheryl Homer, on cheryl@westhillendowment.org or check the website or social media. www.westhillendowment.org

www.facebook.com/WesthillEndowment

www.youtube.com/channel/UCHKjKpunQ0C4XSXD4j88XZA

**You may incur transport and insurance costs, please ask if this is applicable.*

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1 November 2023		ITEM: 7
Standing Advisory Council on Religious Education		
The REC's National Content Standard for RE (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 National Content Standard (NCS) for RE was published by the Religious Education Council of England and Wales in October 2023.

The NCS is a non-statutory document that aims to provide a benchmark for high-quality RE in the style of a National Curriculum Programme of Study

1 Recommendation(s) that SACRE:

1.1 Agree to contact the CEOs of Academy Trusts with schools in Thurrock to ask them if they would consider recommending the National Content Standard to all their academies.

2 Introduction And Background:

- 2.1 The data SACRE has discussed over many years shows the level and quality of provision for RE is inconsistent. One of the key reasons for this is that most schools in Thurrock are academies and are not required to follow the local Agreed Syllabus. In the past, this syllabus was the means by which SACRE could encourage schools who were providing high quality provision and hold to account, those who were not.
- 2.2 The survey of schools, SACRE discussed in the last academic year showed that of the 27 schools that responded to last year's survey, 12 reported they

had adopted the Thurrock Agreed Syllabus fully, 2 did not answer, 6 mostly, 6 partly and 1 not at all.

- 2.3 Of the 9 secondary schools that responded, NONE said they had adopted the Agreed Syllabus fully. The greatest variations in the level of provision reported was at key stage 4 (14-16 year olds).
- 2.4 The RE Council's National Content Standard aims to provide a non-statutory benchmark for syllabus providers and other bodies to evaluate their work. It is specifically for use in England. It is not a curriculum, and it does not determine precisely what content schools should teach. Rather it is a standard by which different RE curricula, content, pedagogy, and provision can be benchmarked. The plan is to encourage Academy Trusts to adopt the NCS, in their drive to raise standards across the curriculum. The REC has already secured endorsement from several academy trusts, from major faith groups and from the Oak National Academy.

3 Issues, Options and Analysis of Options

- 3.1 The Academy Trusts are currently under no obligation to adopt the NCS, but the ambition is to build support in such a way that, the standard becomes the accepted benchmark for high quality RE
- 3.2 Thurrock has data to demonstrate that whilst some pupils in Thurrock experience a thorough and comprehensive religious education, others do not and are therefore ill-equipped to take their place in a multi-religious and multi-secular world.
- 3.3 This means SACRE has the option to continue to report on these inequalities, or can take action that has a good chance of challenging the status quo.

4 Reasons for Recommendation

- 4.1 SACRE is funded through the Central Schools Services Block of school funding to support RE in all schools, including Academies. They therefore have a responsibility to challenge the inequalities they find.

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**
Head of Finance Children Services and
Dedicated Schools Grant

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

7.2 Legal

Implications verified by: **Daniel Longe**
Principal Solicitor

This report asks that SACRE accepts a recommendation for action that comes within the remit of its monitoring function.

7.3 Diversity and Equality

Implications verified by: **Becky Lee**
Team Manager, Community Development and
Equalities

The aim of this report is to encourage more equality in the level of provision for RE in Thurrock. If Academies adopt the NCS, it is likely to help raise standards. 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 religious and non-religious worldviews

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

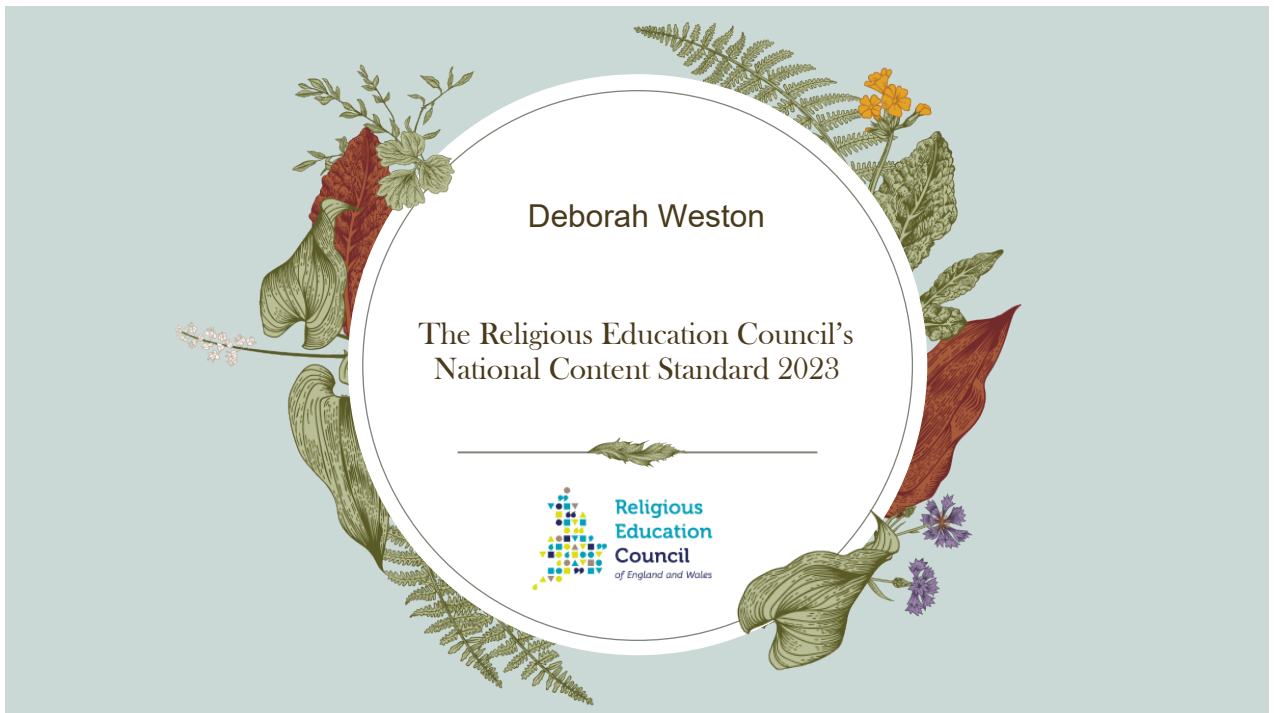
9. Appendices to the report

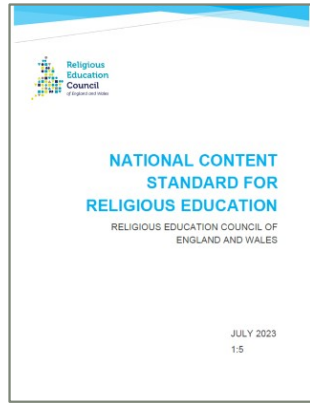
- Appendix 1 – A presentation on the National Content Standard for RE

Report Author:

Deborah Weston

Associate Adviser for RE





The National Content Standard for Religious Education

- exists within the context of **National Plan for Religious Education**
- aims to **embed the standard** into the planning and delivery of the subject in England
- draws on the REC's **Religion and Worldviews in the Classroom** project
- links to other **relevant national publications** from the last 5 years.
- is set out in the style of the **National Curriculum document**
- outlines how a National Content Standard for the subject might apply in **different types of school**
- Includes appendices that summarise **relevant sources and evidence** that have been considered



What is a National Plan for Religious Education?

- **builds on the principles set out in the Commission on RE (2018)**
- **reflects changes that have impacted the education sector since that time, including to**
- **initial teacher training and early career development,**
- **the expansion of the academy schools programme and**
- **a further decline in the level and quality of provision for RE, evidenced for example, in DfE school workforce data and the Ofsted Research Review (2021).**



FINAL REPORT
**RELIGION AND
 WORLDVIEWS:
 THE WAY FORWARD**
 A national plan for RE
 SEPTEMBER 2018



Where does the NCS fit within a National Plan for RE?

It is proposed that:

- a **National Content Standard** for RE/an education in religion and worldviews be established to set a benchmark for what constitutes high quality in this subject (see page 4)
- Where Academies are free to determine their own curriculum, the **Funding Agreement should be amended** to specify the nature of the provision required to secure the expected quality of RE/education in religion and worldviews, with the effect that the published syllabus for the subject in these contexts must demonstrate due regard to the National Content Standard.
- systems are established, including through the inspection process, **to hold more effectively to account**, those schools that are failing to have due regard to a National Content Standard.



Stephen Morgan MP Shadow Minister for Education
Westminster Hall Debate

5

Why do we need a National Content Standard for RE?



- At the heart of the National Plan for Religious Education is the need to establish a benchmark for what constitutes high quality in the subject – a National Content Standard.
- Such a benchmark could be used in clarification of regulations about the nature of provision required in Academy schools and may helpfully provide non-statutory guidance for the arms-length curriculum body, Oak National Academy
- Likewise, the National Plan and National Content Standard may support Standing Advisory Councils on Religious Education and others with responsibility for RE to play their part in raising standards for all children.

Presentation title

6

An adapted National Curriculum style



- The National Content Standard draws upon a range of sources and presented in the style of the National Curriculum Programmes of Study.
- This approach recognises that, whilst the sources set out in the appendices establish that all state funded schools must teach RE, neither primary legislation nor supplementary documents such as academy funding agreements, provide a benchmark for the breadth, depth and level of ambition of the curriculum.
- Without a National Content Standard therefore, Religious Education lacks parity with the subjects of the National Curriculum despite its statutory place at the core of the basic curriculum

Presentation title

7

A National Content Standard

Religious Education programmes of study

In the style of the National curriculum in England

NOTE: Whenever the term 'worldviews' is used in this document, it means religious and non-religious worldviews.

Purpose of study¹

An education in religion and worldviews should:

- introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human
- stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious
- expand upon how worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities and society
- develop pupils' awareness that learning about worldviews involves interpreting the significance and meaning of information they study
- develop pupils' appreciation of the complexity of worldviews, and sensitivity to the problems of religious language and experience
- induct pupils into the processes and scholarly methods by which we can study religion, religious and non-religious worldviews
- enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding
- give pupils opportunities to explore the relationship between religious worldviews and literature, culture and the arts
- include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the rich and complex heritage of humanity
- provide opportunities for pupils to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning.

Presentation title

8

Selecting content

1. Legal Framework
2. Intention
3. Inclusive Principle
4. Contextual Factors
5. Collectively enough principle
6. Coherency

Selecting content

It is vital that syllabus writers and curriculum developers make wise decisions on the selection of knowledge for a curriculum. Time for RE is limited, and the religion and worldviews approach is intended to avoid a proliferation of content, not least because of the impossibility of comprehensive coverage of the diversity of religious and non-religious traditions. The criteria for deciding content include the following:

1. **Legal Framework:** The relevant legal requirement operates (see page 11), which for most schools and academies without a religious character is that RE 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act 1996 Section 375). For most schools and academies with a religious character RE is determined by the governors and in their trust deed or equivalent. This primary legislation along with case law, set an expectation that pupils will develop knowledge and understanding of the matters of central importance for the religious and non-religious worldviews studied.
2. **Intention:** The National Content Standard must frame the intent behind the content selection. The treatment of that content then contributes to the progression of understanding of the elements in the National Content Standard, and the links between them.
3. **Inclusive Principle:** Best practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religious and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect (noting that this does not imply equal time between religious and non-religious worldviews). All religious and non-religious worldviews studied must have fair and accurate representation.
4. **Contextual Factors:** Local context is important, including school character, local community character, pupil knowledge and experience, teacher knowledge and experience. Local context also includes the history of local areas, allowing opportunities for local studies that connect teaching and learning with the geographical and historical background.
5. **Collectively Enough Principle:** Pupils need to gain 'collectively enough' or 'cumulatively sufficient' knowledge (OFSTED 2021), not total coverage. In this context, 'collectively enough' needs to relate to the National Content Standard, with its three broad strands of content, engagement and position.
6. **Coherency:** Schools should be able to give a clear account of their curriculum choices and carefully consider how they will enable the construction of a coherent curriculum for pupils.

Presentation title

9

Subject content - exemplar



- should be read **within the context of the legal framework** including the primary legislation cited above for different types of school, and case law which together set an expectation that pupils will develop knowledge and understanding of the matters of central importance for the religious and non-religious worldviews studied.
- The material below is **indicative of the breadth, depth and ambition** of the curriculum content about religious and non-religious worldviews, that is required in a curriculum that would meet this National Content Standard.
- However, schools are **not required by law to teach this exemplar content**.
- The standard builds on the legal framework in its assumption that the content of a curriculum in this subject will be **age appropriate and focus on religious and non-religious worldviews rather than on content which is the focus of a different curriculum subject**.
- Likewise, for all pupils to have equal access to high quality education in religion and worldviews, the subject **must be given adequate time** and resources commensurate with its place as a core component of the basic curriculum.

Presentation title

10

EXEMPLAR OF CONTENT THAT WOULD MEET THIS STANDARD

In relation to religion and belief, pupils must be taught:

Content

- Nature/formation/expression: What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences
- Organised/individual: How people's individual worldviews relate to wider, organised or institutional worldviews
- Contexts: How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change
- Meaning and purpose: How worldviews may offer responses to fundamental questions raised by human experience
- Values, commitments and morality: How worldviews may provide guidance on how to live a good life
- Influence and power: How worldviews influence, and are influenced by, people and societies

Engagement

- Ways of knowing: The field of study of worldviews is to be explored using diverse ways of knowing.
- Lived experience: The field of study of worldviews is to include a focus on the lived experience of people.
- Dialogue/interpretation: The field of study of worldviews is to be shown as a dynamic area of debate

Position

- Personal worldviews reflexivity: Pupils will reflect on and potentially develop their personal worldviews and make school judgements in the light of their study in the light of their study of religious ~~and religious~~ worldviews.
- Personal worldviews impact: Pupils will reflect on how their worldviews affect their learning

Presentation title

11

Making good progress – an exemplar

The National Content Standard is intended to set a standard and a benchmark for an education in religion and worldviews, although there is no single correct way to deliver it. Religious education is part of the statutory basic curriculum and not the National Curriculum. This means that, unlike the core and foundation subjects of the National Curriculum, there is no single descriptor of the subject content which must be followed for schools to which the National Curriculum applies. Furthermore, the legal framework for RE in different types of school, means that responsibility for setting the curriculum content, rests with different authorities.

For all these reasons, the national content standard does not recommend one model for making good progress. Instead, one possible example is offered here which demonstrates the breadth, depth and ambition of subject content around which progression needs to build. Two further examples may be found in the Draft Resource pages 42-45.

Standards for EYFS

4-5 year olds might use photographs to observe home lives of some people from a religious tradition, from at least two different contexts. They notice some things that are the same in the homes and some that are different. They notice that some things in their own homes are the same and some are different, and that not everyone is the same. (a, c, g, h, j)*

Standards for Key stage 1

5-7 year olds might look at some religious artwork from a diverse range of contexts (such as pictures of Jesus from around the world) and connect them with some stories or texts that help to interpret the artwork (e.g. gospel accounts pictured). They notice how the different ways of expressing the stories in art are more or less familiar and think about why (e.g. according to their own contexts). They are introduced to a selection of voices to help them find out that such stories may be important in some people's lives as part of organised worldviews, and find out why (e.g. they may include important people, and ideas about how to live). They find out that all kinds of different people may see the stories as important, but not everyone, and that sometimes this is to do with belief in God. (a, b, c, g, j)

Standards for Upper Key stage 2

9-11 year olds might ask a question about the difference that context makes to one's worldview. For example, after thinking about their own context, they might use and interrogate data, interviews and visual images to examine the differences it makes to be a Muslim in a Muslim majority country (e.g. Indonesia) and a Muslim minority country (e.g. UK), including opportunities and challenges, and how these shape their lived experience – not just intellectual ideas. They might reflect on whether it is similar if someone is non-religious (e.g. Humanist) in a secular society or a religious society. They might reflect on their own context again and consider how it influences their own worldviews. (a, c, e, g, h, j, k)

Standards for Lower Key stage 3

11-12 year olds might ask a question such as 'what is religion?' They might examine a range of common features of religion and carry out some research into their importance in the lives of members of the school and local community, and reflect on the role any of these features play in their own lives. By analysing these, they get an insight into the flexible role of religion in people's lives and worldviews, including their own responses. Having looked at the diversity of expression of religion in people's lives, they can then analyse and evaluate a range of contested academic definitions of religion, reflecting on the impact of a person's worldview on their understanding of 'religion'. (a, b, c, g, h, i, j, k)

Standards for Upper Key stage 3

12-14 year olds might ask questions about how religions change over time. They might explore how significant concepts developed through the ages (e.g. using theological methods to understand Trinity as expressed in art, or theories of atonement in Christian traditions; or the miraculous nature of the Qur'an in Islamic traditions) and how practices develop in place (e.g. RS methods to explore how the Buddha's teaching was adapted as it spread to, for example, Sri Lanka, China, Tibet and the West, exploring how the importance of the story of the life of the Buddha varies across these contexts). They might use these studies to inform their understanding of how such ideas shape cultures and worldviews and enable them to examine questions of power and influence. They might reflect on which methods were most effective in getting to the heart of the matter, and examining why they think so, reflecting on the impact of their personal worldviews on their choices and responses. (a, c, f, g, j, k)

Presentation title

12

How the National Content Standard would be applied in different types of school.

Content Standard sets a benchmark for the minimum standard of Religious education that all parents can expect following an education in a state funded school. Schools with the freedom to plan their own syllabus for Religious education would be expected to ensure that their syllabus was similar in breadth, depth and ambition to the national content standard. The following table shows how this Standard would be applied in different types of school.

Type of school	Curriculum Legislation as it relates to Religious Education	Standards set out by their governors and in their trust deed or equivalent.	Standard	
			Church of England Statement of Entitlement on Religious Education, Religious Education Directory (CES) Other entitlement statements for schools with a religious character	National content standard for RE
(a) Community, foundation and VA or VC schools without a religious character that follow an Agreed Syllabus	Statutory	Not applicable	Not applicable	Recommended to the Agreed Syllabus Conference as a benchmark for high quality RE
(b) Academies and Free Schools <i>without</i> a religious character	Statutory	Not applicable	Not applicable	Comparable in breadth, depth and ambition to the NCS
(c) Academies which are former VC or Foundation schools with a religious character that followed an Agreed Syllabus	Statutory	Not applicable	Expected	Comparable in breadth, depth and ambition to the NCS
(d) Academies with a religious character, current and former VA schools with a religious character	Statutory	Statutory	Expected	Comparable in breadth, depth and ambition to the NCS
(e) Foundation and Voluntary Controlled Schools with a religious character that follow an Agreed Syllabus	Statutory	Statutory	Expected	Recommended to the Agreed Syllabus Conference as a benchmark for high quality RE

[End of the National Content Standard]

Presentation title

11

Appendix B – A survey of schools about their use of the Thurrock Agreed Syllabus

Name of school	Has your academy chosen to adopt the Thurrock Agreed Syllabus? (This refers to the syllabus and not the units of work)
1. Woodside primary Academy	No answer
2. Horndon-on-the-Hill	No answer
3. Stifford Clays	Yes - fully
4. Aveley Primary	Yes - fully
5. Corringham Primary School	Yes - fully
6. Quarry Hill Academy	Yes - fully
7. Somers Heath Primary School	Yes - fully
8. Tudor Court Primary School	Yes - fully
9. Arthur Bugler Primary school	Yes - fully
10. Gateway Primary Free School	Yes - fully
11. Orsett Heath Academy	Yes - fully
12. Belmont Castle Academy	Yes - fully
13. Deneholm	Yes - fully
14. Warren Primary School	Yes - fully
15. Dilkes Academy	Yes - mostly
16. Aveley Primary school	Yes - mostly

17. Kenningtons Primary Academy	Yes - mostly
18. Stanford-le-Hope Primary School	Yes - mostly
1. The Hathaway Academy	Yes - mostly
2 Harris Ockendon	Yes - mostly
3 Harris Academy Riverside	Yes - partly
4 William Edwards	Yes - partly
5 St Clere's School	Yes - partly
6 Harris academy Chafford Hundred	Yes - partly
7 Gateway Academy	Yes - partly
8 Gable Hall	No
9 Ortu Hassenbrook Academy	Yes - partly

Of 27 schools that responded to last year's survey, 12 reported they had adopted the Thurrock Agreed Syllabus fully, 2 did not answer, 6 mostly, 6 partly and 1 not at all.

Of the 9 secondary schools that responded, none said they had adopted the Agreed Syllabus fully.