

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 **17 January 2024**

This meeting will take place via Microsoft Teams

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

Page

1 Apologies for Absence

- | | | |
|----------|--|----------------|
| 2 | Minutes | 5 - 8 |
| | <p>To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 1 November 2023.</p> | |
| 3 | Items of Urgent Business | |
| | <p>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.</p> | |
| 4 | Declarations of Interest | |
| 5 | Annual Report 2022-2023 Thurrock SACRE | 9 - 40 |
| 6 | Teacher Recruitment, Retention and Training - Verbal Update | |
| 7 | The REC's National Content Standards for RE (2023) | 41 - 52 |
| 8 | Any other business | |

Queries regarding this Agenda or notification of apologies:

Please contact Jenny Shade, Principal Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **9 January 2024**

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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 1 November 2023 at 6.30 pm

- Present:** Committee A – Mr L Trup, Revd David Coaker
Committee B – Mr P Anderson and Mrs R Everett
Committee C – Ms J Culloty (arrived at 7.11pm)
Committee D – No attendees were present.
- Apologies:** Councillors Qaisar Abbas, Daniel Chukwu and James Thandi
- In attendance:** Deborah Weston, Associate Advisor for Religious Education
Andrea Winstone - Strategic Lead for School Effectiveness and SEND
Salma Begum, Clerk
-

25. Minutes

The minutes of the Standing Advisory Council on Religious Education meeting held on the 12 September 2023 were approved a correct record.

26. Items of Urgent Business

There were no urgent items of business.

27. Declarations of Interest

There were no declarations of interest.

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

Item was deferred.

29. Update on National Developments and Opportunities

The Chair of SACRE introduced the report which suggested newsletter is included in the minutes.

The Associate Advisor for Religious Education provided an update on the campaign to improve the situation with recruitment and retention of teachers. Following the campaign, it was announced that the government will award £10,000 to religious education a bursary for training.

Secretary provided an update on the scheme for veterans leaving the armed forces. There is a scheme that exists to provide up to £50,000 bursaries to veterans leaving the armed forces to train to be a teacher, and that includes critically undergraduate courses which provide QTS as well. At the moment that £50,000 bursary is only

available to those seeking to teach stem. This can be a potential route is to lobby for that bursary for this to include RE. The veteran community make good candidates for teaching re in that they've engaged with ethical issues.

NATR analysis GCSE and A level Religious Studies data: National and regional variations.

This gives teachers a baseline of what the national figures look like and they can then compare their school data with the national. SACRE will wait for the Thurrock data to be released as they will be able to analyse this against national figures as the uptake in Essex is slightly lower than the uptake in the whole of England.

The Associate Advisor for Religious Education drew the attention that the Farmington Fellowship are now open, which are a great opportunity for people to be seconded to and further their studies in recent developments in British Education.

Ruth Everett suggested that they include the voice of somebody who had already done a Farmington Fellowship.

The committee was happy with the wording of the update. The committee would like to add an item regarding the new £10,000 bursary for the training for RE teachers and it will be issued to schools following the meeting at the discretion of the Chair.

30. The REC's National Content Standard for RE (2023)

The Associate Advisor for Religious Education presented the report found at 23-34 of the agenda.

The Associate Advisor for Religious Education explained that there is no national vision to what high quality RE looks like, this leads to that level of provision and quality of provision is declining.

RE Council suggested an idea that the committee can set a standard for themselves and other people to sign up to it. SACRE can try to set a benchmark is set some criteria for content as SACRE determines the content or in the or in the case of academies, themselves.

An exemplar that provides a benchmark has been created against which RE syllabuses and provision can be benchmarked and schools can put their own content in as agreed.

It must be comparable in breadth, depth and ambition to this example and schools are not required by law to teach the exemplar.

Major faith groups are enthusiastic about it.

Chair of SACRE posed a question to the Associate Advisor for Religious Education whether the provision the schools are providing is meeting the standard where they're not using the agreed syllabus?

The Associate Advisor for Religious Education responded the agreed syllabus is in their view comparable.

Student's children are not getting a consistent standard of RE. The policy document will be brought to academies, and they will have something to work towards.

The Associate Advisor for Religious Education to speak to the NASCAR executive - National Association of SACREs.

Chair of SACRE mentioned if there's consensus around this is what faith groups look think good RE looks like then that's helpful.

Outside bodies are the Board of Deputies of British Jews, the Catholic Education Service and the Church of England.

The Associate Advisor for Religious Education to speak to AREAIC on another date, the Association of RE Inspectors, Advisors and consultants.

Chair of SACRE questioned whether they act as a SACRE to pursue it more specifically with local academies.

SACRE agreed to bring the item back into the January meeting.

SACRE agreed that the adapted national curricular style has been communicated via the newsletter as per the previous item.

31. Any Other Business

Chair of SACRE mentioned it would be good just to monitor with awareness any impact the Israel/Gaza is having on community relations within Thurrock, Interfaith relations within Thurrock, how it's playing out in Thurrock schools, which obviously are of our more direct concerns, thorough SACRE.

Requests that Andrea Winstone explore if the Council are aware regarding school issues and SACRE members should be notified.

The meeting finished at 7.13pm

Approved as a true and correct record

CHAIR

DATE

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

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17 January 2024	ITEM: 5
Standing Advisory Council on Religious Education	
Annual Report 2022-2023 Thurrock SACRE	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Associate Adviser for Religious Education	
Accountable Head of Service: Assistant Director inclusion, Learning & Skills	
Accountable Director: Corporate Director of Children’s Services	
This report is Public	

Executive Summary

This report presents the Annual Report to members of SACRE for approval

1. Recommendation(s) that SACRE:

- That SACRE accept this report as an accurate record of its work for the period September 2022 – July 2023
- Requests that the Assistant Director Education and Skills continues to include discussions about RE provision in the scheduled discussions with senior leadership teams
- Requests that the school effectiveness team include a review of schools’ provision for RE and Collective Worship as part of their annual conversations. Specifically, that they consider:
 - whether the level and quality of provision in academy schools is similar in breadth and ambition to that provided in LA maintained schools (i.e. through compliance with the Thurrock Agreed Syllabus including the knowledge, understanding specified and the standards for each key stage. This is the expectation of the DfE and Ofsted
 - If timetabling of RE in secondary schools ensures that those delivering RE are suitably trained/qualified to do so.
 - Whether RE is treated differently from other subjects on the secondary curriculum, such as being offered in tutor time, drop down days, taught by teachers who mainly teach other subjects etc.

- **the impact on pupil outcomes of the combination of subjects such as RE, RSE, Citizenship and PSHE**
- **the level of training provided to those teaching RE in all phases especially when they have no previous experience of teaching the subject**
- **the impact on pupil attainment of pupils being entered for a GCSE at the end of year 10**

2. Introduction and Background

It is a legal requirement that SACRE submit an annual report of its activities to the local authority. A copy should also be sent to the Department for Education and is requested by the National Association of SACRES (NASACRE).

3. Issues, Options and Analysis of Options

Members are requested to accept, amend or reject the report.

4. Reasons for Recommendation

In order that SACRE fulfils its statutory duty to publish an annual report and to advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit.

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

Not applicable

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

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.

7. Implications

7.1 Financial

Implications verified by: **David May**
Head of Finance, Children Services and
Dedicated Schools Grant

There are no financial implications for this report.

7.2 Legal

Implications verified by: **Daniel Longe**
Principal Solicitor, on behalf of Thurrock
Council

SACRE is asked to accept, reject or amend the report. S391 of the Education Act 1996 requires SACRE to publish a report as to the exercise of its functions and any action taken by representative groups on the council during the last year. The section states that “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 Committee is requested to accept the report, and also that it makes two decisions that are related to the report findings.

7.3 Diversity and Equality

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

Although there are no direct diversity implications, the Annual Report demonstrates how the work of SACRE continues to promote an understanding of different religions in education therefore promoting cohesion.

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

Not applicable

Report Author:

Deborah Weston, OBE

Associate Adviser for RE

ANNUAL REPORT OF THE THURROCK STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION (SACRE) FOR 2022 – 2023



This artwork by Elizabeth from Woodside Academy was one of the prize winners in the Thurrock Spirited Arts Competition. Elizabeth from Key Stage 1 said, “In my picture you can see lots of rainbows and people and the on in the middle is God”

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Introduction

Since 1988, it has been a requirement that every local authority (LA) has a Standing Advisory Council on Religious Education (SACRE).

Though legislation sets out both the structure and the remit of a local SACRE - principally, overseeing religious education (RE) and collective worship - in practice every SACRE has developed its own particular style and character.

Thurrock SACRE developed its own particular style and character has over the years, as this report will testify.

It is a legislative requirement that each SACRE produces an annual report of its work and that this is published, sent to the local authority, to local schools and to other interested parties. One important element of the report is performance data and an analysis of the extent to which schools are meeting their legal duties in relation to RE. Validated GCSE data was not available until this month, hence the delay in the publication of the report. More recently, other datasets have been made available by the DfE, most significantly the school workforce data that supports the monitoring of the level of provision in secondary schools.

Foreword by the Chair of SACRE – Mr Phil Anderson

A handwritten signature in black ink that reads "Phil Anderson". The signature is written in a cursive style and is underlined with a horizontal line that ends in a decorative flourish.

Phil Anderson
Chair of Thurrock SACRE

Membership of Thurrock SACRE 2022-23				
Committee	Representing	Nominating Body	No. of Reps	Names of Reps.
A	Christian Denominations & other RE Denominations		9	
A	Free Church Christian	Free Church Federal Council	2	Rev D Coaker
A		Free Church Federal Council		Vacancy Autumn 22
A	Roman Catholic	Diocese of Brentwood	1	Mrs R Saul
A	Muslim	Thurrock Islamic Education & Cultural Association	2	Mr Rofeul Kader
A		Thurrock Islamic Education & Cultural Association		Vacancy Autumn 22
A	Sikh	Local Sikh Guru Gudwara Committee.	1	Ms H Kaur Takhtar
A	Pentecostal		1	Mr T Ojetola
A	Buddhist	Buddhist Society	1	Mr A Kariyawasam
A	Jewish	Board of Deputies of British Jews	1	Mr L Trup

A	Hindu	Vacancy	1	Ms Anita Sharma
Committee	Representing	Nominating Body	No. of Reprs	Names of Reprs.
B	Church of England		4	
B	Church of England	Diocese of Chelmsford		Mr P Anderson
B	Church of England	Diocese of Chelmsford		Mrs L Fry (now resigned)
B	Church of England	Diocese of Chelmsford		Ms L Olajide
B	Church of England	Diocese of Chelmsford		Ruth Everett
C	Teachers' Associations (pref. Primary, Secondary & Special Schools)		6	
C	Teachers' Associations Secondary	Professional Associations Group		Ms J Culloty
C	Teachers' Associations, Secondary	Professional Associations Group		Ms A Thompson

C	Teachers' Associations, Secondary	Professional Associations Group		Mrs C Pumfrey
C	Teachers' Associations Primary	Professional Associations Group		Ms R Shina (joined Spring 2023)
C	Teachers' Associations	Professional Associations Group		Amina Shodope
C	Teachers' Associations	Professional Associations Group		Ms S Barlow
Committee	Representing	Nominating Body	No. of Reps	Names of Reps.
D	Local Authority		3	
D	Local Authority	Thurrock Council		Councillor Qaisar Abbas
D	Local Authority	Thurrock Council		Councillor Daniel Chukwu
D	Local Authority	Thurrock Council		Councillor James Thandi

SACRE Meetings Held

The following SACRE meetings were held during the reporting period:

2nd November 2022

18th January 2023

7th June 2023 – meeting cancelled on the day due to illness of the clerk.

All other meetings were held remotely on Microsoft Teams and were quorate.

Membership and attendance

Attendance has been rather erratic this year even though meetings were mainly held online. We have been able to recruit some new members to fill important vacancies including new Muslim, Free Church and Hindu representatives and new teachers from local schools. After many years of service however, we said farewell to Buddhist representative Mr Adisha Kariyawasam and Free Church representative Ms Lyn Fry. We want to express our thanks to all members of SACRE; retiring and present for their support of Religious Education in Thurrock.

ADVICE:

SACRE wishes to thank members and officers for their support in ensuring places on all four committees of SACRE are filled.

Monitoring and Evaluation of Religious Education, Collective Worship and of SACRE

SACRE Self-Evaluation:

SACRE used the NASACRE (National Association of Standing Advisory Councils on Religious Education) self-evaluation tool to review its progress over the year and, as a consequence updated the work plan for 2022-23. The work plan for 2022-2023 is reported as Appendix A

Standards in Thurrock Schools.

SACRE undertakes a number of activities annually to fulfil its responsibilities including the monitoring of:

School Self-Evaluation of provision for RE

SACRE requested that schools complete an online self-evaluation of their provision for RE using a local authority system. This method was more successful than previous attempts to complete a form and the conclusions are reported in appendix C. School names are anonymised since this is not data that is in the public domain.

ADVICE:

SACRE requests that the local authority investigate why some schools report not fulfilling their statutory/contractual duty to make provision for RE for all pupils.

Monitoring and supporting provision for Collective Worship

For many years, there has been no requirement to produce a policy on Collective Worship but SACRE advice is that schools do produce one. The reason for this is that it helps staff to understand the statutory requirements for an Act of Collective Worship and where this fits within the school ethos. Also, if parents are concerned about Collective Worship, the policy is an easy point of reference that might avoid misunderstandings or even a complaint. The government responded to a parliamentary question on Collective Worship in September 2022, that it had no plans to change or repeal the statutory duty.

SACRE considered a sample of policies on school websites. Identified examples of good practice and shared these with schools. This work was followed by the production of guidance on Collective Worship and this too was circulated.

Advice:

SACRE wishes to highlight the publication of the guidance on Collective Worship which is published on the Council Website here: [Thurrock Council - Religious Education: Guide to acts of collective worship](#)

School Workforce Data (Secondary)

Schools complete the school workforce census every November and this allows SACRE to discuss the number of teaching hours each secondary school reports for RE. Although not all schools appear to complete the census accurately, it appears that more schools are reporting RE and there are fewer incidents of a mismatch between different sources of data on the same school i.e. a website check, GCSE entry data and school workforce figures.. SACRE is pleased that steps to encourage schools to report their provision for RE accurately are having a positive effect.

Appendix B below sets out the data schools reported to the Department for Education.

SACRE advice: SACRE has advised the council to remind four schools that they appear not to be reporting their provision for RE accurately and should try to rectify that situation when completing the next census. We have also asked the council to discuss provision for RE in three schools where the available data might indicate that they are not providing RE for all pupils in accordance with their funding agreement.

GCSE Entries and Results

The Thurrock Agreed Syllabus requires that all students in all schools follow a course in Religious Education leading to a GCSE qualification. The publication of results therefore is another tool that helps us monitor levels and quality of provision. The data presented in the appendix compares entry rates and performance in 2023 with 2022. Sadly, Thurrock has the lowest average rate of entry for GCSE in the country. In our last report, we found that Thurrock had fallen from 120 to 138 out of 151 The highest entries are 81% and the average 33.2%. However, when pupils in Thurrock are entered for GCSE RS, their average performance is around the national average of over 70% grades 9-4.

SACRE discussion of National Developments in RE

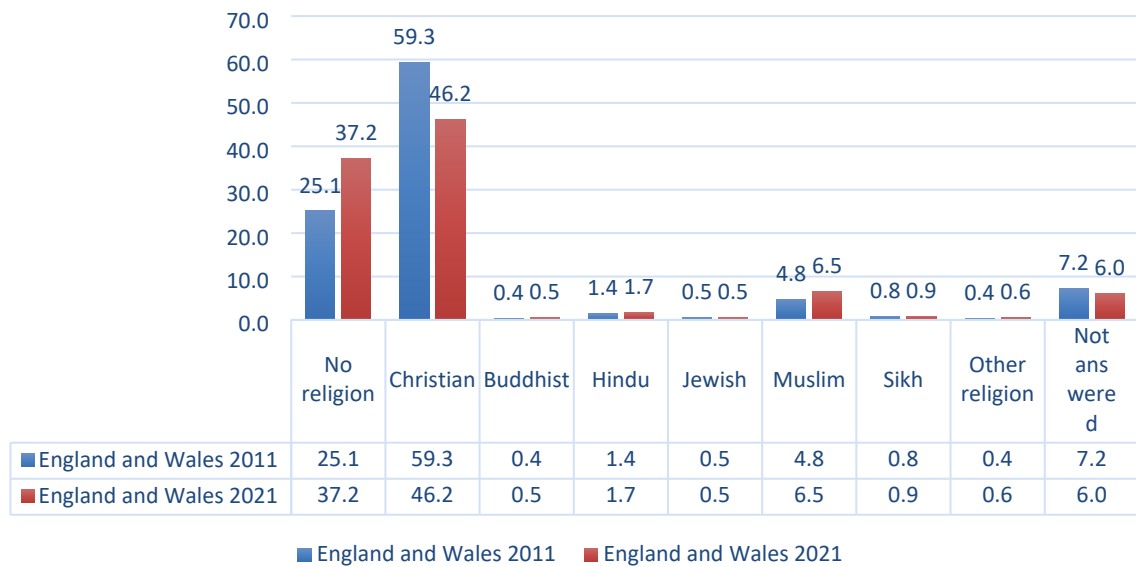
At each meeting, SACRE received an update of some of the national developments in RE. In this reporting year, these updates and publications included the following:

- i. the completion of a parental perception survey on RE conducted by Culham St Gabriel's Trust
- ii. Publications from Ofsted and from Ofqual in relation to examinations
- iii. Resources published by organisations linked to specific religious or non-religious worldviews.
- iv. Government action related to RE including responses to parliamentary questions
- v. The RE Hubs project www.natre.org.uk/news/latest-news/the-regional-re-hubs-team-is-ready-to-go/
- vi. Provision of training available for teachers including NATRE's New2RE programme for Early Career Teachers
- vii. Work by the RE Council including the Religion and Worldviews project
- viii. Anti-racist RE
- ix. RE Connect Environmental programme for RE
- x. Other matters discussed that fall under the remit of SACRE

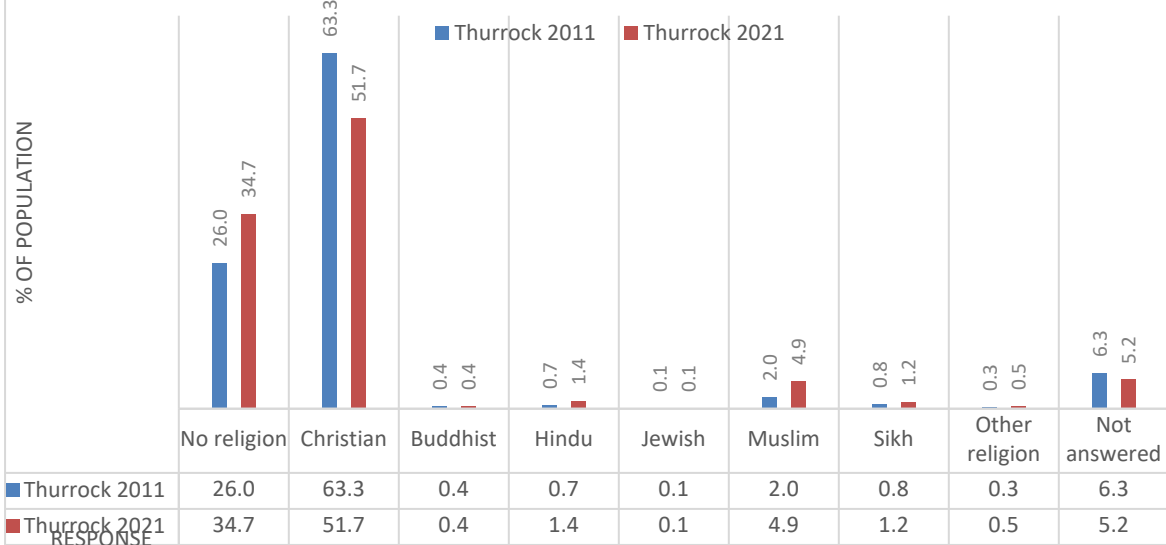
Census 2021

At their spring meeting, SACRE discussed the results of the 2021 census in relation to religion. It was interesting to note how the religious demographic of the area has changed over time and how Thurrock is typical and atypical in relation to national trends. The graphs below are a presentation of this. Of particular note was the increase in the number of people in Thurrock recording paganism as their religion. 443 people fell into this category, less than Buddhists (705) but almost twice as many as Jewish (225) for example. SACRE followed up this discussion by inviting members of the Pagan Federation to present and answer questions at the SACRE meeting and to advise on how we might support schools in the religious education of children whose families identify as Pagan.

Census 2021 vs Census 2011 England and Wales What is your religion question



CENSUS 2021 VS 2011 THURROCK



Main points – From the Office for National Statistics with additional commentary in relation to Thurrock

For the first time in a census of England and Wales, less than half of the population (46.2%, 27.5 million people) described themselves as “Christian”, a 13.1 percentage point decrease from 59.3% (33.3 million) in 2011; despite this decrease, “Christian” remained the most common response to the religion question.

- In Thurrock the proportion of the population responding “Christian” fell by a similar number of percentage points but from a higher starting point (63.3) leaving the

population affiliating with Christianity (51.7%) higher than the national average (46.2%).

- “No religion” was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011.
- In Thurrock “No religion” was also the second most common response but the increase was small; 8.7 percentage point to 34.7%.
- There were increases in the number of people who described themselves as “Muslim” (3.9 million, 6.5% in 2021, up from 2.7 million, 4.9% in 2011) and “Hindu” (1.0 million, 1.7% in 2021, up from 818,000, 1.5% in 2011).
- The Muslim population in Thurrock has grown at a faster rate than the national figure – increasing by almost two and a half times. The proportion of the population (4.9%) however, remains below the national figure (6.5%).
- The Hindu population of Thurrock has double since 2011 from 0.7% to 1.4% which is now approaching the national figure of 1.7%.
- London remains the most religiously diverse region of England in 2021, with over a quarter (25.3%) of all usual residents reporting a religion other than “Christian”; the North East and South West are the least religiously diverse regions, with 4.2% and 3.2%, respectively, selecting a religion other than “Christian”.
- In Thurrock 8.5% of the respondents reporting a religion other than Christianity, more than half of those are Muslims.

Regional data can be found here which demonstrates that some areas of Thurrock are far more religiously diverse than others.

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021>

Agreed Syllabus launch

SACRE completed its Agreed Syllabus review in the spring of 2022 with a launch in Autumn 2022. SACRE and its Agreed Syllabus Conference had resolved to renew the licence with RE Today for their model syllabus A and provided printed copies for all schools in Thurrock.

Spirited Arts

The Spirited Arts competition in Thurrock attracted a good level of interest from schools, especially in the primary sector. There were entries from children from the Early Years right the way up to the end of Key Stage 3. The themes this year were:

- I. “We have more in common than what divides us”
- II. Green faith, green future? God’s good earth?

- III. Where is God today?
- IV. Faith in action, values in action
- V. Sacred space and holy buildings
- VI. All God's Creatures

SACRE members generously offered to visit schools to present prizes to prize winners and certificates to entries that were highly commended. SACRE wishes to record its thanks to Susan Lamkin for all her support for this competition and to all the teachers who delivered the lessons which allowed the children to produce such wonderful work.

Congratulations to Woodside Academy, Stifford Clays Primary School, Hathaway Academy and Harris Academy Riverside for their prize winning entries. SACRE were pleased to learn that several Thurrock Schools also entered the National Competition which attracted over 30,000 entries.

Teacher Education

SACRE noted the disappointing news that following the withdrawal of bursaries in the previous year, the number of recruits to training to teach RE had fallen again. Given that the DfE had failed to meet its target for recruiting teachers of RE for 9 years in the previous 10, and the fact that three times as many lessons of RE are taught by those with no-post A level qualification in the subject, it was difficult to see how this could be justified.

In more positive news, the government had decided to continue funding subject knowledge enhancement courses so that those with a degree in a subject outside the Theology and Religious Studies field could be better prepared to train as a teacher of RE.

SACRE continued to monitor opportunities for training and to circulate these to teachers in Thurrock. These included:

[NATRE's New2RE programme](#) for primary and secondary Early Career teachers (in their first two years of teaching) and those trained in another subject but new to teaching RE

[Research of the Month](#) from RE:Online to help teachers keep up to date with the latest developments in their subject

[#REChatUK twitter forum](#)

Occurs the first Monday of every month in term time. The timetable is here: [#REchatUK \(natre.org.uk\)](#)

Appendix A Workplan 2022-2023

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	(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	Meaningful evaluation visits or discussion completed, and reports discussed at SACRE meetings.

	<p>Publicise the RE Quality Mark and encourage schools to share their submissions with SACRE as a means of self-evaluation</p> <p>Members to hold online discussions with subject leaders</p>		complete once every three years	
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 	<ul style="list-style-type: none"> • 6 • 6 • 6

	<ul style="list-style-type: none">• Ofsted Framework on RE – latest reports	<ul style="list-style-type: none">• 5• 4
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Appendix B - Provision for RE as reported in the workforce census - November 2022 – GCSE 2023

School name	Religious character	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	GCSE Full Course % entry 2023 provisional (previous year in brackets)	% Achieving grades 9-4 Full Course	Comments
NATIONAL AVERAGE								33.2	72.1	
THURROCK								10.1	71.8 (60/151)	This is the lowest average entry of all 151 LAs
Grays Convent High School	Roman Catholic	Voluntary aided school	79	69	46	107	81	75.4 (95.2)	66.4 (88.2)	Decrease in entry and standards
The Gateway Academy	Does not apply	Academy sponsor led	37	35	00	00	00	0.5 (95.7)	100 (52.7)	Decrease in entry increase in standards
Ormiston Park Academy	Does not apply	Academy sponsor led	.	.	.	.	.	0.7(0.0)	100 (0.0)	New entry
Ortu Gable Hall School	None	Academy converter	25	26	24	00	00	0.5 (0.4)	0.0 (0.0)	Small increase in entry

William Edwards School	None	Academy converter	4 3	4 3	4 1	2. 7	. 0	3.4 (4.1)	77.8 (40.0)	Small increase in entry, big increase in standards
St Clere's School	None	Academy converter	4 7	4 4	4 3	0. 0	. 0	5.0 (0.0)	64.7 (N/A)	New entry
Harris Academy Chafford Hundred	None	Academy converter	6 2	5 2	6 3	0. 0	. 0	4.8 (2.8)	100 (80.0)	Increase in entry and standards
The Hathaway Academy	None	Academy sponsor led	4 4	5 0	3 9	2. 2	. 1	14.7 (9.0)	53.8 (46.7)	Increase in entry and standards
Ortu Hassenbrook Academy	None	Academy converter	5 5	4 9	5 8	4. 5	. 0	0.0 (0.0)	N/A (N/A)	No entries at all
Harris Academy Riverside	None	Free schools	0 0	1 9	0 0	0. 0	. 0	6.2 (21.3)	50.0 (96.2)	Decrease in entry and increase in standards
Harris Academy Ockendon	None	Academy converter	4 1	4 7	4 0	5. 0	. 0	11.1 (0.0)	69.2 (.)	New entry
Orsett Heath Academy	None	Free schools	2 0	4 0	. .	. .	. .	#N/A	#N/A	No entries at all
Thames Park Secondary School	None	Free schools	3 6	3 7	. .	. .	. .	#N/A	#N/A	No entries at all

Appendix C - Monitoring of Provision via an online survey

SACRE survey of provision for Religious Education in Thurrock November 2022

Methodology		
<p>The Survey was launched as part of the launch of the Agreed Syllabus using Thurrock Council's "Have your say" portal. There were 46 visitors, 12 from secondary schools and 34 from primaries. Respondents did not always answer all the questions. Where there was more than one respondent from a particular school, these have been indicated.</p>		
1. Has the subject leader taken part in any RE specific CPD over the last year?		
No	27	59%
Yes	19	41%
Grand Total	46	
2. Have other teachers taken part in any RE specific CPD over the last year?		
Blank	1	2.2%
No	37	80.4%
Yes	8	17.4%
Grand Total	46	
3. Do you have links with a local group of teachers in Thurrock? Would you be interested in leading or co leading a group?		
Primary		
No		13
We are part of the Grays Hub4		
Not yet		6
We have links within our Trust		9
Secondary		
No links		6
SACRE		2
Yes		1
Trust		1
<p>In the comments section, the majority of those with links and without expressed an interest in making links with others</p> <p>There were two volunteers to lead or co-lead a network group.</p>		

4. Is the delivery of RE routinely combined with another subject e.g. PSHE, Citizenship?

Three secondary schools answered yes to this question. It is worth noting that the first two of these allocate a very small amount of teaching time to the subject whereas the third offer far more. See responses to the next question

5. How much time does each pupil spend on RE specific lessons each week on average?

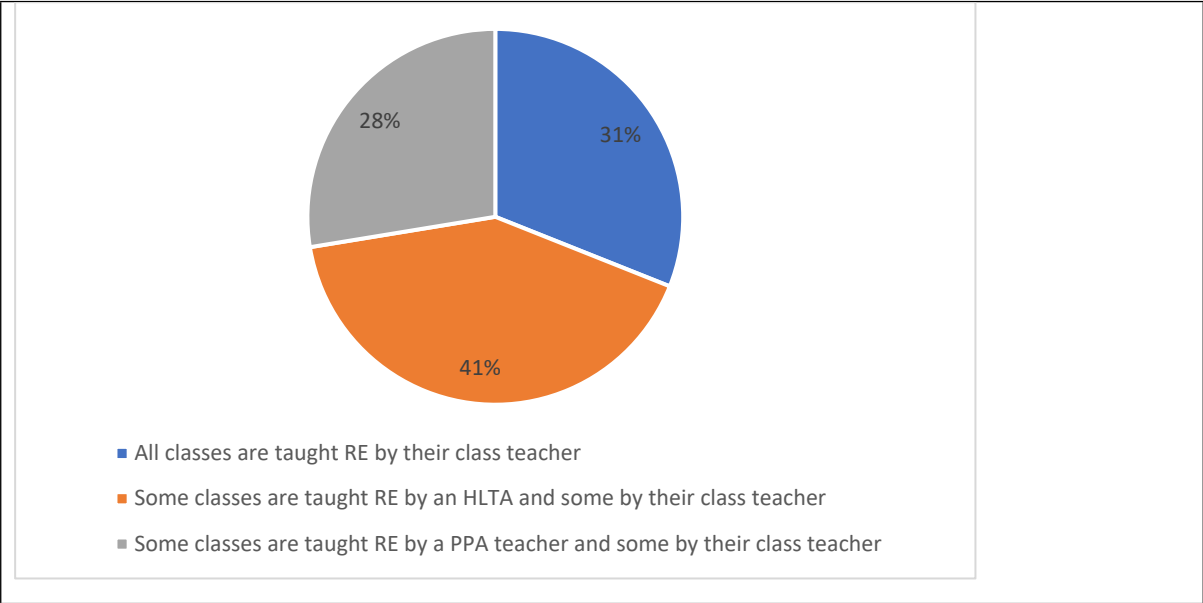
Primary: Most schools report offering between 31-60 minutes at Key Stage 1 and 2 and a mixture of between 1-30 and 31-60 in the Early Years Foundation Stage

Secondary

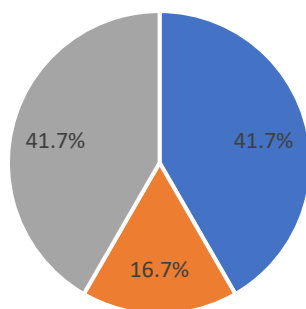
How much time does each pupil spend on RE specific lessons each week on average?

Name of school	KS3	KS4 (GCSE)	KS4 (Core)		
	31-60	0	31-60		GCSE RS is not offered
	1-30	0	1-30	Combined	GCSE RS is not offered
	1-30	0	0	Combined	GCSE RS is not offered
	31-60	0	0		There is no core RE lesson for pupils who do not opt for GCSE
	61-90	91+	1-30		GCSE RS is an optional subject at KS4
	61-90	61-90	0		GCSE RS is an optional subject at KS4
	61-90	61-90	61-90	Combined	GCSE RS is an optional subject at KS4
	31-60	n/a	n/a		
	61-90	0	31-60		GCSE RS in not offered
	31-60	91+	1-30		There is a core RE lesson for pupils who do not opt for GCSE
	31-60	90+	0		GCSE RS is an optional subject at KS4
	31-60	91+	1-30		GCSE RS was offered in 2022 but insufficient pupils chose to allow the course to run

6. Who delivers RE in your primary school?



7. Who delivers RE in your secondary school?



- All lessons of RE are taught by teachers who only or mostly teach RE
- More than 50% of lessons are taught by a teacher who only or mostly teaches RE with the remainder taught by teachers who mostly teach a different subject
- More than 50% of lessons of RE are taught by teachers who mainly teach a different subject with some taught by those who mainly teach RE

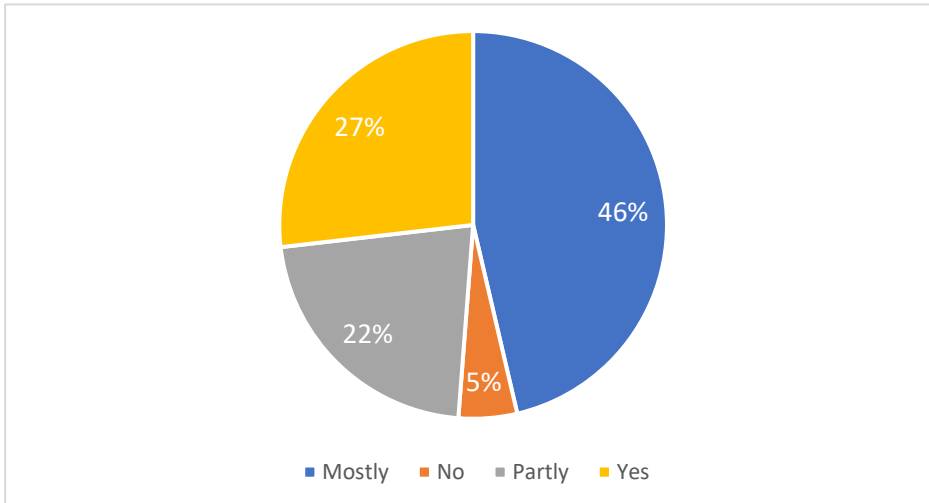
8. Has your academy chosen to adopt the Thurrock Agreed Syllabus?

Blank	8
N/A (e.g your school has a religious character and does not use the units of work)	1
No	1
Yes - fully	24
Yes - mostly	7
Yes - partly	5
Grand Total	46

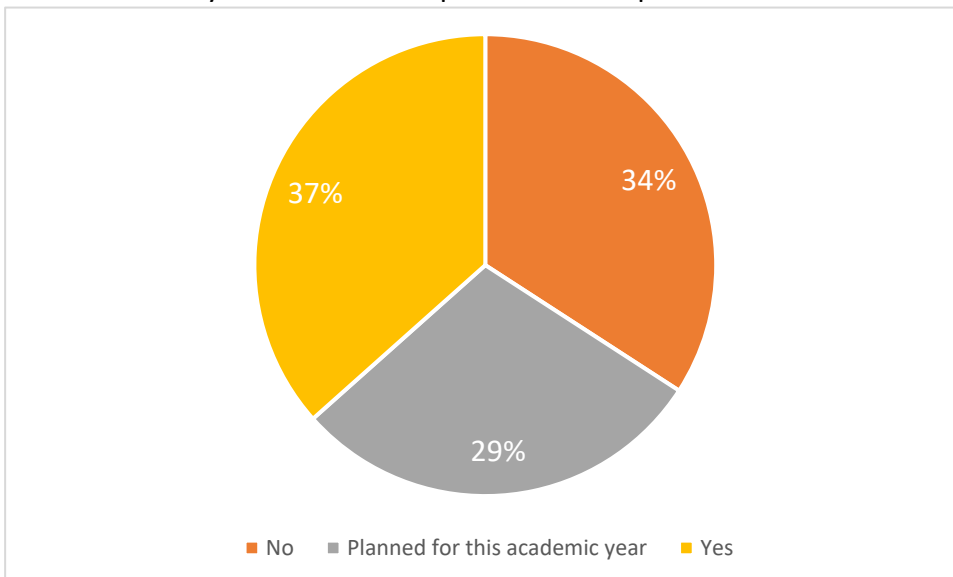
9. Does your school use or intend to use the Thurrock units of work?

Blank	5
N/A (e.g .your school has a religious character and does not use the units of work)	1
No	1
Yes -fully	19
Yes mostly	16
Yes partly	4
Grand Total	46

10. Are the resources available to you sufficient to support the RE programme?



11. Have any classes visited a place of worship in the last 12 months?



12. How long has the RE subject lead been in the school?

1 year	10
2 years	3
3 years	5
4 years	6
5 years plus	15
Don't know	2

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17 January 2024	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

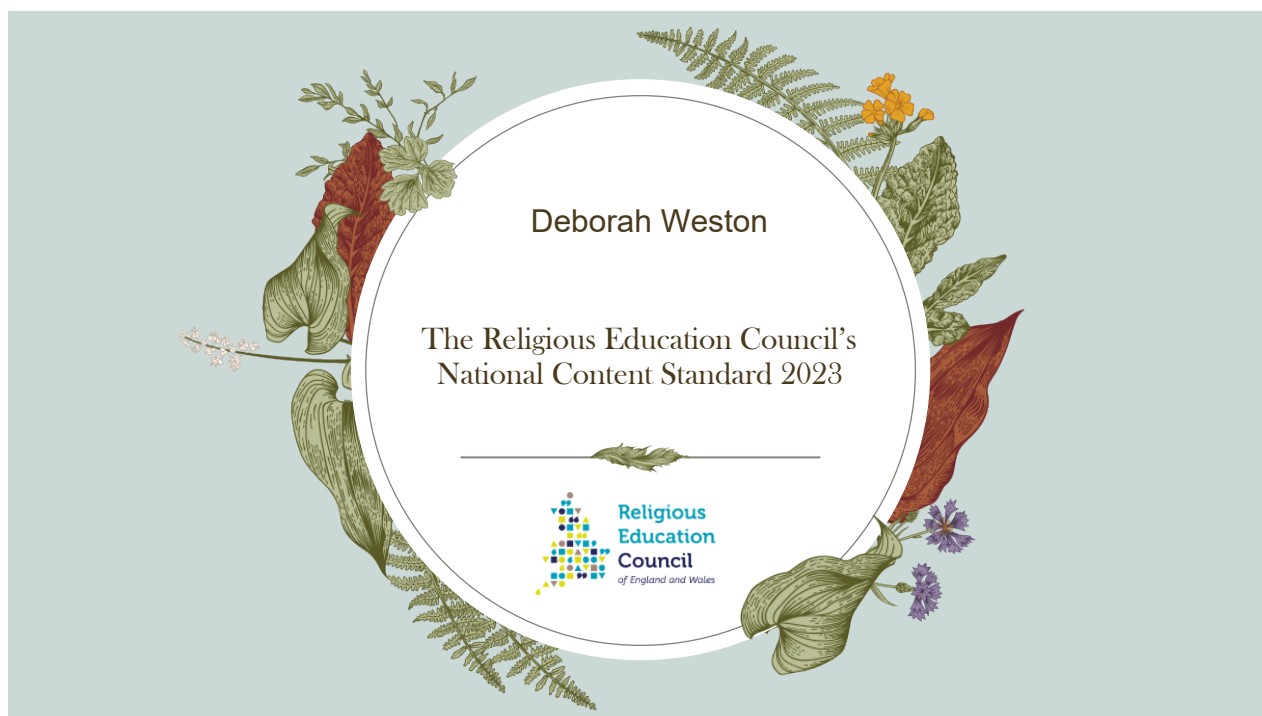
- Appendix 1 – A presentation on the National Content Standard for RE

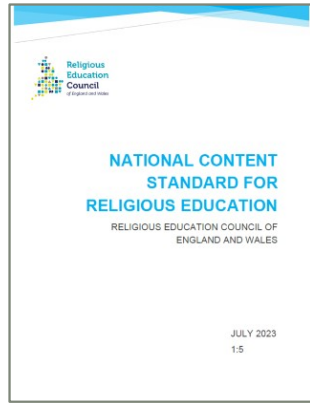
Report Author:

Deborah Weston

Associate Adviser for RE

Appendix 1





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~~ 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.