

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

Standing Advisory Council for Religious Education

The meeting will be held at **6.00 pm** on **5 June 2019**

Committee Room 4, Civic Offices, New Road, Grays, Essex, RM17 6SL

Membership:

Committee A:

Mrs S Lawson, Free Church Christian Member
Mr P Anderson, Free Church Christian Member
Mrs M Shepherd, Diocese of Brentwood, Roman Catholic Member
Mr A Rashid, Muslim Member
Miss A Ahmed, Muslim Member
Ms H Kaur Takhtar, Sikh Member
Mr T Ojetola, Pentecostal Member
Mr A Kariyawasam, Buddhist Member
Vacancy, Jewish Member
Vacancy, Hindu Member

Committee B:

Rev.J Guest, Church of England Member
Vacancy, Church of England Member
Vacancy, Church of England Member
Vacancy, Church of England Member

Committee C:

Mrs R Gedalovitch, Teachers' Associations
Ms H Martins, Teachers' Associations
Ms A Harris, Teachers' Associations
Ms J Culloty, Teachers' Associations
Vacancy, Teachers' Associations

Committee D:

Councillor G Collins
Councillor M Kerin

Agenda

Open to Public and Press

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2	Minutes	5 - 8
	To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 9 January 2019.	
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	Appointment of Chair and Vice-Chairs	
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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: **28 May 2019**

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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 for Religious Education held on 9 January 2019 at 6.00 pm

Committee A: Mrs S Lawson, Mr P Anderson, Mrs M Shepherd, Ms H Kaur Takhtar, Mr T Ojetola and Mr A Kariyawasam

Committee B: Rev. J Guest

Committee C: Ms J Culloty, and Mrs R Gedalovitch

Committee D: Councillor Martin Kerin, Ms A Winstone

Apologies: Ms A Harris

In Attendance: Deborah Weston, Associate Advisor for Religious Education, Tisha Sutcliffe, Democratic Service Officer

Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

17. Apologies for Absence

18. Minutes

The minutes of the Standing Advisory Council for Religious Education Committee meetings held on 18 July 2018 and 17 October 2018 were approved as a correct record.

19. Items of Urgent Business

There were no items of Urgent Business

20. Declarations of Interest

There were no declarations of interest.

21. Integrated Communities

The Associate Advisor for Religious Education presented the report, and the Committee discussed the recent headlines in the newspapers regarding "parents removing their children from Religious Education lessons". This raised concerns for Members as the original report did not refer to this information.

Mr Anderson stated that the newspapers should have used accurate figures. The Committee asked if the press had released a response and Ms Winstone confirmed that they had.

Mrs Shephard mentioned that when she was a Head teacher, her school had lots of children from black and ethnic minority backgrounds and parents would often choose to remove their children from Religious Education lessons which discussed Islam, despite parents being made aware that lessons on Islam would be taught when accepting a school place. She felt that by teaching Islam the schools attempted to broaden children's views.

Mrs Shephard also commented that during her visit on behalf of SACRE to two local schools in Thurrock, she was made aware they had achieved REQM at Silver level and the second school were also working towards it at the time of the visit.

Mrs Gedalovitch stated she had witnessed children removing themselves from Religious Education lessons, although Members agreed children were happy to learn and would ask questions if they found something challenging.

The Committee felt social media had a large impact on why parents were making these decisions.

RESOLVED that SACRE:

- 1. Requested for an item be placed in the Head teachers' Bulletin**
- 2. Reminded schools of their statutory duty to promote community cohesion**
- 3. Requested schools share evidence of good practice that might be circulated to others as examples of how Religious Education supports this work.**
- 4. Sent a delegation of children from their school to a SACRE Youth Conference: 'Respect for all' on Wednesday, 5th June at Thurrock Adult Community College, Richmond Rd, Grays RM17 6DN**
- 5. Conducted an investigation into the nature and extent of pupils being withdrawn from religious education or part thereof**

22. Youth Cabinet - Verbal Update

Two individuals from Youth Cabinet attended the meeting to discuss their experiences during Youth Cabinet.

The Associate Advisor asked questions regarding their experiences in Religious Education lessons during primary and secondary school. They felt that in primary school the Religious Education lessons were limited and would focus on watching TV programmes. They went on to state that in secondary

school they felt they had learnt more regarding different cultures, which they had found more interesting to learn about.

During Religious Education in secondary schools they related their personal experiences of visiting a church after Christmas. They commented that they both now enjoyed doing Religious Education and found it an interesting subject as it related to real life scenarios and everyday life.

The Committee then asked questions around what their current school had to offer to students during exams, such as relaxation rooms or other incentives. The Youth Cabinet members said they were unaware of any incentives that were available to them.

The Committee asked if the students agreed for Religious Education to be taught in schools, which they both agreed with as they felt it was teaching students about different cultures.

23. The new OfSTED Framework Consultation - Verbal Update

The Associate Advisor for Religious Education informed the Committee meeting that as the new OfSTED Framework Consultation had not yet been published, it was not to be discussed during the meeting.

24. Monitoring Provision for Religious Education in Thurrock Schools

The Associate Advisor for Religious Education presented the report and updated the Committee as only a few schools had responded.

RESOLVED that SACRE:

- 1. Collected the information to date (December 2018)**
- 2. Learnt from these responses**
- 3. Considered what action might be necessary to collect more responses**

25. Annual Report 2017 - 2018

26. Work Programme

The Committee discussed the work programme for the new municipal year and stated that there were no changes to be made.

The meeting finished at 7.40 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

5 June 2019	ITEM: 6
Standing Advisory Council on Religious Education	
Collective Worship	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston, Associate Adviser for Religious Education	
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills	
Accountable Director: Rory Patterson, Director of Children’s Services	
This report is Public	

Executive Summary

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

This report proposes that SACRE review a sample of policies on Acts of Collective Worship that appear on school websites. The aim of the exercise will be monitoring of provision and also for SACRE to become more informed about practice in local schools.

1. Recommendation(s) that SACRE:

Consider a sample of policies from Thurrock schools to determine how Collective Worship is offered in local schools in the light of the legal requirements set out in section 3 below.

The policies of the following 5 schools are attached in Appendix 1

- 1. Harris Aspire**
- 2. Bonnygate**
- 3. Horndon on the Hill**
- 4. Kenningtons**
- 5. St Clere’s**

2. Introduction and Background

Acts of collective worship – traditionally called ‘assemblies’ by teachers and pupils alike – have long been a feature of British school life. The 1944 Education Act simply stated that each school day should begin with an act of collective worship on the part of all pupils in attendance at the school. The daily requirement was restated in the 1988 Education Act which also set out a series of new legislative requirements concerning the organisation and character of collective worship.

The government introduced guidance for schools in relation to the law of Religious Education and Collective Worship in the form of Circular 1/94. The Religious Education element of this document was updated by the publication of ‘Religious Education in English Schools’ in 2010 but no update was provided in relation to Acts of Collective Worship leaving schools with guidance that is more than 20 years old.

3. Issues, Options and Analysis of Options

3.1 What does the legislation require?

The legal requirements can be summarised as follows:

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

will be reviewed by the local SACRE after five years. A determination does not lift the requirement for daily collective worship. Such worship must still be un-denominational but may be distinctive of a particular faith.

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

4. Reasons for Recommendation

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

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

- 5.1 Not applicable

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

6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;

- Publishes an Annual Report of its work;
- Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
- Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third elements of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance Corporate Finance

There are no financial implications to this report since the analysis of the data collected through this exercise will be conducted by the Associate RE Adviser as part of her work.

7.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Legal Social Care & Education

The legal duties on the advisory council are set out in section 391 Education Act 1996. The main one is to advise the local authority on such matters connected with the religious worship in community schools or in foundation schools which do not have a religious character and the religious education to be given in accordance with an agreed or other syllabus as the authority may refer to the council or as the council may see fit.

7.3 Diversity and Equality

Implications verified by: **Natalie Warren**
Strategic Lead Community Development & Equalities

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

7.4 **Other implications** (where significant) – i.e. Staff, Health, Sustainability, Crime and Disorder)

- Not applicable

8. **Appendices**

Appendix 1 – Collective Worship of Five local schools.

Report Author:

Deborah Weston

Associate Adviser for RE

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School 1 - Harris Aspire

ASSEMBLIES AND COLLECTIVE WORSHIP POLICY

1 STATEMENT OF PRINCIPLE

Assemblies at the Harris Academy Aspire will be organised and delivered in such a way that they will act as a key learning experience for staff and students that directly supports the curriculum aims of the Academy. This includes acting as a stimulus for PSHEE work alongside religious, moral and social enquiry. Assemblies will provide a framework for reinforcing the community ethos of Harris Academy Aspire life, where achievement and success is celebrated and students are encouraged to develop a sense of pride and affiliation to the Academy as a whole.

2 AIMS OF ASSEMBLIES, PHSEE AND COLLECTIVE WORSHIP IN THE ACADEMY

The key aims of what the Academy wishes to pursue through its assemblies and approach to the delivery of PHSEE include:

- Fostering a sense of enquiry and interest in a range of religious, moral, spiritual, social and wider life issues that link to identified key themes for each term for the assemblies.
- Fostering a sense of community and loyalty to the Academy underpinned by a community spirit, a common ethos and shared values.
- Providing a public platform to encourage and celebrate individual and collective successes.
- Provide an opportunity for staff and students to share experiences and to present their particular areas of interest to the rest of the Academy.
- To act as a means of encouraging collective worship and reflection on the beliefs and values of Christian and other world faiths.
- To encourage students to develop a sense of occasion and to understand how to behave and respond when gathered in the whole Academy setting.

2.1 Format/Types of Assemblies held at the Academy

There will be one assembly held in a typical week at the Academy for each year group:

- All assemblies will be led/facilitated by the Assistant Principal with contribution from directed staff. Assemblies will take place once a week with a specifically created schedule that focuses on raising achievement, careers and future aspirations.

3 OBJECTIVES

3.1 For Students

- To reflect on a range of topical moral, religious and or social issues and to use these reflections in becoming more informed citizens when making decisions and forming opinions.
- To take opportunities to become involved in the delivery of assemblies.

Appendix 1

- To develop skills of enquiry and debate in working with their teachers on the assembly follow up and thoughts for the week.
- To become positive role models for their peers and the Academy showing sensitivity and learning how to respond and behave appropriately to the issues raised and methods of delivery used during the Academy assemblies.

3.2 For Parents and Carers

- To be fully involved by supporting the Academy in its expectations for behaviour and attitude during assemblies.
- To discuss with their son/daughter the content of the assembly/thought for the week.

3.3 For Teachers

- To volunteer to lead in the delivery of an assembly during the Academy year.
- To work with their students and other Academy colleagues to devise and deliver an interactive, stimulating and thought provoking assembly.
- To plan and prepare so that follow up work on Assembly themes builds on student reflection and reinforces their learning.
- To attend all assemblies, remain with their groups and to act as role models and set clear expectations for student behaviour.

3.4 For the Academy Aspire Leadership Team

- To ensure that the statutory requirements for PHSEE and collective worship are met.
- Through assistant principals, to co-ordinate the assembly rota for the Academic year and to ensure that assemblies are a stimulating and thought provoking learning experience for staff and students.
- To contribute to the mapping exercise for PSHEE ensuring that all programmes of study positively cover the key requirements of PSHEE.

3.5 For the Governors

- To be fully involved in supporting the Academy in its delivery of assemblies and collective worship. This could be in the form of governor (employer) support and delivery.
- To annually review and agree the Assembly and Collective Worship Policy.

**Reviewed by Andrew Barr
Jan 2019 Next Review Jan
2020**

School 2 – Bonnygate Primary School



Bonnygate Primary School Collective Worship Policy

Signed: _____

Date: _____

Next Review: _____

BONNYGATE PRIMARY SCHOOL

COLLECTIVE WORSHIP POLICY

Definition of Collective Worship

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all pupils an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the pupils' spiritual, moral, social and cultural development. Bonnygate Primary School complies with the requirements set out in the 1988 Education Reform Act regarding Collective Worship. The majority of the Acts of Collective Worship will be wholly or mainly of a broadly Christian character. The Act of Collective Worship will be non-denominational.

Aims and Purposes of Collective Worship

The aims and purposes of Collective Worship are:

- to provide an opportunity for the children to worship God;
- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos with shared values and to reinforce positive attitudes;
- to teach children how to worship;
- to promote racial harmony and respect for all, combating prejudice and discrimination.

For the School:

Collective Worship contributes significantly to the ethos our school and our school community. We aim to:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

For the Pupils:

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

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs

- develop their own spirituality
- reinforce positive attitudes
- participate and respond reflect on what it means to be human

Structure of Collective Worship

An Act of Collective Worship will take place every day. Generally, they take the form of assemblies, whether whole school, key stage or year group assemblies, and generally take place at the beginning of the school day. In certain circumstances, the timings may be changed, for example when a visitor is invited to lead Collective Worship.

The Head teacher takes overall responsibility for the organisation of Collective Worship, but the daily Acts of Collective Worship are led by the Head teacher, Deputy Head teacher and other members of the teaching staff.

On special occasions, such as Christmas, Easter and Harvest, representatives from local churches will be invited to lead Collective Worship for the whole school. Representatives from other religions would be welcome to lead a special Collective Worship session linked to their religions by arrangement.

The school regards Collective Worship as a special time and expects children to attempt to behave in an appropriate way as best they can. We invite parents/carers to worship on special occasions and we encourage them to attend, as this promotes the community spirit of the school and is a practical demonstration of the way the home and the school work together to support the achievements of our children.

Withdrawal from Collective Worship

Whilst fully complying with the law, Bonnygate Primary School is sensitive to the fact that not all children come from religious families. Every child will take part in the Act of Collective Worship unless withdrawn by his/her parents/carers. It is not necessary for a reason to be given for the withdrawal.

January 2015

School 3 – Horndon on the Hill Church of England Primary School



Horndon on the Hill Church of England Primary School Collective Worship Policy

Policy Details	
Legal Status:	Non-Statutory
Agreed by Staff:	November 2018
Agreed by Governors:	22 nd November 2018
Version & Date:	1.1, November 2018
Last Review:	June 2015
Next Review:	November 2020
SMT Responsibility:	Head Teacher

1. Purpose

- To meet the statutory requirement to have a Collective Worship Policy in line with the school's Trust Deed, vision and values, having considered Diocesan guidelines and legal requirements.
- To clarify the provision, planning and recording requirements.
- To provide details regarding management of resources and Church links.

2. Principles

“Collective worship should nourish those of faith; encourage those of other faiths; challenge those who have no faith.”

Robert Runcie, a former Archbishop of Canterbury

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- It should aim to be inclusive: good collective worship engages everyone present in his/her own way.
- It should aim to be curricular: good collective worship shows appropriate links with classroom activities, the curriculum and school life.
It should aim to be educational: good collective worship develops children's ideas about God, themselves, others and the world around them.
- It should aim to be reflective: to offer breathing space; to be still; to wonder; to be uplifted; to nurture an awareness of God.
- It should aim to be central to school life.

3. Working with diversity and striving for inclusivity in Church school collective worship

To reflect and work with all beliefs whilst promoting the Christian faith we:

- Build positive relationships with families and local faith communities.
- Encourage all children and all members of staff to be present for collective worship.
- Are clear when meeting new parents about what happens in worship and the ways this reflects the foundation of the school.
- Reassure children, their families and staff that their presence in collective worship is valued and that they will not be required to say or do anything that challenges their integrity.
- Give opportunities for silent reflection to enable all pupils to make a personal response.
- Raise awareness of shared values and celebrate achievements which cross cultural and religious boundaries.
- Respect the integrity of different faith and life stances.

4. Legal Background

Under the School Standards & Framework Act 1998, there is a requirement for a daily act of worship and right of withdrawal.

- All pupils in attendance at a maintained school should take part in an act of collective worship everyday unless the parent requests that the child be wholly or partly excused from attendance at the religious worship in the school.
- The act of worship need not take place with the whole school together but can take place in classes or groups of children e.g. key stage groups.
- Acts of worship should be appropriate for the pupils taking into account their age, aptitude and family backgrounds.
- Parents' right to withdraw their child/children from collective worship should be made clear in the school's policy documents on worship. Parents do not have to explain or give reasons for this. Church schools may make clear to parents, at the time of enrolment, that the act of worship is central to the life of the school. Although pupils may be withdrawn from Collective Worship, it will not be possible to separate the child from the Christian ethos of the school. The right of withdrawal applies to Collective Worship but doesn't extend to assemblies.
- Staff also have a right to withdraw from worship, unless they are "reserved teachers".

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The daily act of worship should normally take place on the school premises. However, voluntary schools can do this elsewhere e.g. in the local parish church.

- The school recognises that there is a difference between Acts of Collective Worship and the assembly of students. On some occasions assembly may precede or follow an Act of Collective Worship. When this happens the transition from Assembly to worship will be marked in some suitable way e.g. the lighting of a candle or reflecting on an image on the OHP, a moment of silence and reflection etc.
- It should be noted that if schools themselves were to withdraw pupils from Collective Worship for any reason, this may be a breach of the law. If it is necessary to withdraw children in order to accommodate, for example, peripatetic music lessons or individual support, those pupils must be provided with an opportunity to worship at another stage during the day. Clearly this would have practical implications for the day-to-day management of the school and is best avoided. Responsibility for the arrangements for the daily act of worship
- Arrangements for collective worship in voluntary schools should be made by the governing body after consultation with the Head Teacher.
- It is the duty of the governing body to make necessary arrangements, within the law, for collective worship to be consistent with the purpose of the school (the Trust Deed).
- The daily act of Collective Worship should be conducted in accordance with the provisions of the Trust Deed of the school and the ethos statement in the Instrument of Government, and should be consistent with the beliefs and practices of the Church of England.
- The Diocesan Board of Education should be kept fully informed of all matters relating to collective worship in Diocesan schools. The Diocesan Education team monitors the provision of collective worship in all Foundation schools through SIAMS inspection reports and by direct contact with schools by members of the education team.

5. Monitoring & Evaluation

The effectiveness of this policy will be evaluated regularly by the Foundation Governors and a review of the policy will take place every 2 years as a minimum.

Appendix: Discovery through Collective Worship

The difference between curriculum aims and worship aims

Collective worship is a sanctuary in the hurly burly of school life and it's precious. When we talk about the curriculum we use words like 'teach about', 'know' and 'understand'. However to reach these aims in worship the emphasis shifts to 'exploring', 'encountering' and 'experiencing', for example:

Explore

- Human stories which raise questions about meaning and purpose in life. Spiritual and moral issues.
- The part played by religion in everyday life.
- Ideas about God and the way people of faith relate to God.
- The Bible and its teachings and other religious texts.

- Christian values.

Encounter

- Christianity as a contemporary, diverse and world-wide faith.
- Christianity in action.
- People of faith.
- Worship and prayer as part of the natural rhythm of the day.
- The annual cycle of feasts and festivals of the Christian year.
- The Bible as a source of inspiration.

Experience

- Gathering together and building community: sharing achievements, disappointments, joys and sorrows.
- What it means to be part of a community.
- A sense of awe wonder, mystery and silence.
- A community where faith is taken seriously.
- Worship that is enjoyable, creative and imaginative.

To achieve these aims at Horndon School, collective acts of worship should:

- Create a safe space to think 'big'.
- Give children an opportunity to think about and learn about God, about others, about themselves.
- Raise questions that might not have a 'correct' answer.
- Offer breathing space in a hectic day.
- Enable children to make connections based on their own experience.

Planning

Collective worship follows the church calendar. ELY is suggested as a starting point for planning collective worships taken by the Headteacher. The RE lead draws up a rota for 'Sing a new song' worship. Staff are given this in advance, so they have time to plan.

Crossing the threshold

The worship leader needs to create a sense of occasion so the children begin to anticipate that something important is about to happen. This means they need to be ready; prepare the space; create a focal point; have any resources to hand; something to create atmosphere e.g. music as the children enter the space.

Welcome and dismissal

The worship leader needs to mark the entry and exit for this special time together by, for example, lighting/extinguishing a candle. They could use a familiar greeting at the beginning of the worship; this could be a liturgical greeting. At the end of worship they could use a familiar blessing; this could be a prayer or a sign of offering peace. During the week it is expected the Lord's Prayer will have been said.

Contents

Throughout the week the different collective worship sessions should include: a focus on a school value via a theme; a link to the theme through a Christian story (Biblical or more recent); a link to the theme to everyday life by drawing on the PSHE SEAL scheme; hymns and songs linked to the theme; a celebration of achievement in all aspects of school life with a prayer of thanks to God for helping supporting us in our efforts to achieve the week's chosen focus. Where important Christian festivals occur in the year, they will form the theme of the act of collective worship.

Pupil involvement

Pupil-led acts of collective worship are planned into the rota so they happen at least three times a term. Leaders are encouraged to use pupils in their acts of worship either through role play, discussion or leading singing/prayers/ reading. All pupils get to take part in school family group activities linked to a school value and the following reflection time afterwards. Before or after any church act of worship, pupils are to produce a piece of reflective work to support their involvement. Collective worship outside of assemblies All classes are to say a grace at lunchtime and a prayer before going home: there is a school prayer that is often said. A reflection area is present within the school.

Cross Curricular Impact

Information and communication technology (ICT)

Collective worship assemblies often include the use of a computer, a projector and sound system - which the children learn to set up and operate. On occasions photos and recordings will be taken by adults and pupils using cameras. Work linking to collective worship can have links to ICT either from the input into the activity or by the undertaking of the activity.

English

Collective worship promotes: storytelling; the learning of key texts by heart; public speaking; reflective writing.

Personal, social and health education (PSHE) and citizenship

Some acts of collective worship are to include links to the SEAL scheme of work for assemblies. Plus the undertaking of school family group activities promotes the links between the school community and the teaching of our school values which are intertwined with the key ideologies of PSHE.

Music

Collective worship assemblies usually include some form of music which is a great way to set the scene and allow children to experience different types of music.

School Four – St Clere’s School



St Clere's
"The pursuit of excellence" School

Policy:	Collective Worship Policy
Policy Number:	05/009
Responsible Committee	Curriculum & Pastoral
Reviewed	September 2018

COLLECTIVE WORSHIP POLICY

Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity. As well as this, we aim to promote Social, Moral, Spiritual and Cultural growth in a wide-ranging and thoughtful way by ensuring that the ethical values of openness, honesty, social responsibility and caring for others are integral; these values and principles underpin all our actions.

St Clere's School believes that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the values we place on the development of the whole child; spiritually, morally, socially, culturally, and intellectually is reflected in our worship. We value this time in the school day for the space it gives to pupils to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

It is a legal requirement that the school provides a daily act of collective worship for all pupils. The regulations are set out in The Education Act 1944 as amended by The Education Reform Act 1988.

The Act states that collective worship organised by the school is to be "wholly or mainly of a broadly Christian character". For those acts that are broadly Christian, the main emphasis should be on the broad traditions of Christian belief.

The Education Reform Act 1988: Religious Education and Collective Worship (para. 34)

Aims:

Collective worship at St Clere's is intended to provide a caring and supportive environment for pupils to:

- Become increasingly aware of themselves, as individuals, and of others within the school and wider community
- Gain, and grow in, understanding of the feelings of others
- Gain knowledge, and explore the use of language that others use to express themselves
- Deepen their sense of wonder of the world in which we live
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and difference Promote co-operative and school values

Practice

At St Clere's, we combine our collective worship with Assemblies and 'Thought for the Day' activities, helping to ensure that collective worship takes place within a broad educational framework. Assemblies are held every day, with each year group attending once a week

Appendix 1

Thought for the day activities take place in form at least weekly. This ensures that every child takes an active part in collective worship and the needs of all are met.

Members of the Senior Leadership team, Heads of Year, Heads of House and other senior staff lead assemblies in accordance with the collective worship theme of the week; this also links into the thought for the day activities ensuring continuity and cohesiveness. Pupils are encouraged to take an active part in both planning and leading collective worship at certain times of the year.

The school is committed to an active and evolutionary approach to collective worship in the belief that it is a significant element in our attempts to provide a broad and balanced curriculum for all. In this context collective worship assumes its rightful importance and reflects the ethos of our school; this being one which is inclusive, co-operative, empathetic and aware of the needs of all. We as a school are fully committed to ensuring the social, moral, spiritual and cultural beliefs of all are met.

This includes taking into consideration those who may have religious affiliations, and those, who do not.

A particular act of collective worship might focus on one or more of the following objectives:

- | | |
|--|---|
| 1. Sharing of Individual experience about living in and responding to the world | 8. Exploring the developing relationship between a human being and a Supreme being |
| 2. Enriching the lives of all participants through affording the opportunity to learn about the insights, beliefs and practices of people within the Community | 9. Providing an opportunity to develop the human spirit |
| 3. Fostering a high regard for a searching for Truth based on reason and evidence | 10. Exploring and sharing in, as appropriate, the spiritual and religious experience of those who worship as members of a faith |
| 4. Encouraging a sensitivity to questions and answers which prompt reflection and enquiry to what lies beyond the visible | 11. Providing the opportunity to celebrate the values and worth of the school community. |
| 5. Widening the emotional responses of children and deepening their ability to be sensitive to sincerely held spiritual beliefs | |
| 6. Providing a means whereby pupils can begin to and continue to understand the language and nature of Worship | |
| 7. Enabling children to explore their own beliefs in relation to those of others | |

Arrangements

The Collective Worship Coordinator in consultation with the Head Teacher and Senior Staff plans the day-to-day provision of collective worship.

On one day of the week pupils, attend year collective worship in the main hall.

Monday	Year 7
Tuesday	Year 8
Wednesday	Year 9
Thursday	Year 10
Friday	Year 11

All parents have the right to request that their child is withdrawn from assemblies, **section 71 of the Schools Standards and Framework Act (1998)**. We at St Clere's recognise said right and arrangements for pupils whose parents have expressed the right of withdrawal from school collective worship is organised by the Head of Year. We do however, have a strong tradition of being fully inclusive, and whilst we respect parental wishes, encourage discussion of concerns regarding collective worship to avoid pupils feeling excluded.

Roles and Responsibilities

- It is the overall responsibility of the Head Teacher to ensure acts of collective worship are effective, fit for purpose and conducted according to school policy
- It is the responsibility of the person conducting the assembly to ensure acts of collective worship and reflection are carried out and that the presentation is reflective of the assembly theme of the week. However, within the legal framework and theme suggestions, staff conducting collective worship are free to employ whatever format that is seen as appropriate. The use of music, drama, video, or visual aids may supplement the more traditional elements of talks, readings, hymns, and prayers. Imagination and careful preparation are essential if pupils are to broaden their horizons and be led to reflect on fundamental human issues.
- It is the responsibility of the form tutor, or staff member escorting a form group, to accompany and remain with the tutor group throughout collective worship to assist with supervision. In the event of collective worship over-running into lesson time, which should not be a frequent occurrence, staff may leave whilst proceedings continue.
- Guest speakers are a frequent and integral part of collective worship at St Clere's and, as such, should be treated with respect. It is the responsibility of the pupil to ensure that their behaviour, when in assembly, is beyond respectful, considerate and beyond reproach

Special days and acts of remembrance

Seasonal events are marked by special acts of collective worship e.g. Christmas, Diwali, Eid, and Remembrance Day. Assemblies should recognise the importance of such events to the school and wider community, encouraging inclusion, cultural diversity and encouraging empathy. Imagination and careful preparation are essential if pupils are to broaden their horizons and be led to reflect on fundamental human issues.

Dissemination:

The policy is shared with staff through the staff handbook. Parents are advised of school policies and have access to said documents via the schools' website. In line with school policy, we endeavour to give all staff and pupils equal opportunities regardless of gender, race, ability, age, or social background.

Monitoring and Evaluation

Members of the Senior Leadership Team are required to monitor delivery of assemblies and 'Thought for the Day' Activities on a termly basis.

School Five - Kenningtons Primary Academy

Collective Worship Policy December 2016

The Collective Worship Policy at Kenningtons Primary Academy pays due regard to statutory requirements, and has taken account of the guidance offered by the LEA through its SACRE.

Definition of Collective Worship:

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

Aims of Collective Worship

For the School:

Collective Worship is a time when the school community can:

- share common aims and values ■ celebrate achievement and special times
- explore together the world in which we live
 - develop a community spirit

For the Pupils:

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

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs ■ develop their own spirituality ■ reinforce positive attitudes
 - participate and respond ■ reflect on what it means to be human

The Contribution of Collective Worship to aspects of the Curriculum:

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

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

The Management of Collective Worship

The Headteacher, Deputy Headteacher and representatives of each year group form the Worship Team.

The role of the team will be to plan, monitor and evaluate acts of Collective Worship.

The Organisation of Collective Worship

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

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

Leadership

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

Planning Acts of Collective Worship The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils.

Termly planning sheets list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues. Together with weekly planning and recording sheets these will ensure that there is continuity and progression, and enable the monitoring and evaluation of acts of worship to take place.

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

The Act of Collective Worship

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

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

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made. (A change of personnel, music, a moment of silence etc)

Withdrawal

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

Signed on behalf of the Governing



Body: (Church)

6-0 oervu, Yö

Date adopted:

8/12/16

Date of review: December 2019

5 June 2019		ITEM: 7
Standing Advisory Council on Religious Education		
Monitoring Provision for RE in Thurrock Schools		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston, Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: Rory Patterson, Director of Children's Services		
This report is Public		

Executive Summary

In order to discharge its legal duties, SACRE monitors provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus. Thurrock introduced a new Agreed Syllabus in 2016 and has conducted regular monitoring exercises to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. At the last meeting of SACRE resolved to ask the associate adviser to approach schools with a brief questionnaire to help them understand some of the choices schools have made concerning the use of the Agreed Syllabus and scheme of work.

1. Recommendation(s) that SACRE Members:

- **Consider**
 - **The information collected to date (May 2019) (Appendix 1)**
 - **Any lessons learned from these responses**
- **Consider what action might be necessary to collect more responses**

2. Introduction and Background

DfE guidance for Academies published explains that Academy Funding Agreements require these schools to make one of three choices about their provision for Religious Education. This questionnaire aims to collect information about that choice in Thurrock Academies.

The rapid turnover of subject leaders in primary schools means that not all teachers appear to have access to the Thurrock Agreed Syllabus and schemes of work. The questionnaire is an opportunity to inform schools about the available resources.

To comply with the School Information (England) (Amendment) Regulations 2012, all schools including academies and free schools must publish the content of the religious education curriculum for each academic year on their school website.¹ and ²

3. Issues, Options and Analysis of Options

- 3.1 A request to complete this questionnaire has appeared in several Headteachers' Bulletin, messages have been sent directly to class teachers and subject leaders who have requested access to the password protected RE section of the Thurrock website.
- 3.2 The number of responses received both to the questionnaire and letters remains disappointing. SACRE will need to consider its options in trying to collect this information. E.g. abandoning the questionnaire and letters, repeating the requests, for example for the questionnaire the Headteacher Bulletin, informing schools by another method of the request for this information.

4. Reasons for Recommendation

- 4.1 One of the responsibilities of a SACRE is to monitor provision for RE to be given in accordance with its Agreed Syllabus.

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

- 5.1 Not applicable

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

- 6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
- Publishes an Annual Report of its work;
 - Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
 - Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under the third element of this programme.

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

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

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance Corporate Finance

There are no financial implications to this report since the analysis of the data collected through this exercise will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Legal Social Care & Education

The legal duties on the advisory council are set out in section 391 Education Act 1996. The main one is to advise the local authority on such matters connected with the religious worship in community schools or in foundation schools which do not have a religious character and the religious education to be given in accordance with an agreed or other syllabus as the authority may refer to the council or as the council may see fit.

7.3 Diversity and Equality

Implications verified by: **Natalie Warren**
Strategic Lead Community Development & Equalities

The aim of this review is to collect information about the provision for RE in Thurrock, to address concerns and to celebrate success. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

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

- Not applicable

8. Appendices

Appendix 1 – Information collected from Schools questionnaire.

Report Author:
Deborah Weston
Associate Adviser for RE

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Appendix 1

Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Question 8	Question 9	Question 10
What is the full name of your school?	What is the name of the person completing this form?	What is the role of the person completing this form?	If your school is a LA maintained school, do all teachers of RE have access to the statutory Agreed Syllabus for Religious Education?	If your school is an Academy, which of the options stipulated by the DfE through your funding Agreement, have you chosen?	If your school in an Academy and you have chosen to adopt a syllabus for RE other than the Thurrock Agreed Syllabus, please specify which one and send a link to document below.	Link to non-Thurrock Syllabus for RE where applicable (see above)	If your school includes the primary phase and has chosen to adopt the Thurrock Agreed Syllabus, do you follow the Thurrock Scheme of Work for primary schools?	Have you published the content of your school curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else?	Other comments or questions for SACRE
Quarry Hill Academy	Christina Eldred	RE Co-ordinator		TAS			Yes	No but this is in hand	
Giffards Primary School	Nicola James	Assistant Headteacher	Not applicable	TAS			Yes	Yes	
Aveley Primary School	Nicola Shadbolt	Headteacher	Yes					Yes	
Ortu Corringham Primary	Lorna Hamilton	Headteacher	No	TAS			Yes	Yes	

Appendix 1

Stanford le Hope Primary School			Not applicable	TAS			Yes	No but this is in hand	
Benyon Primary	Samantha Oxley	Headteacher	Not applicable	TAS			Yes	Yes	
Warren Primary School	Nicki Studt	RE coordinator and class teacher	Yes	Not applicable			No - we follow a different scheme at the current time	Yes	

5 June 2019	ITEM: 8
Standing Advisory Council on Religious Education	
Work Plan 2019-2020	
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: Rory Patterson, Director of Children’s Services	
This report is Public	

Executive Summary

In 2010, the Department for Education produced a document called, “Religious Education in English Schools” to help guide SACREs and Agreed Syllabus Conferences discharge their duties. This document is non-statutory but is the most recent publication for SACREs produced by the Department of Education. The details of those tasks a SACRE must complete, should complete and may complete are included in Appendix A of this report. They are offered as guidance to SACRE in creating a work plan for the next academic year.

1. Recommendation(s) that SACRE Members:

- **Consider:**
 - **The Non-Statutory Guidance (Appendix 1)**
 - **The workplan from 2018-2019**
- **Develop a workplan for 2019-2020**

2. Introduction and Background

The 2010 non-statutory guidance replaced Circular 1/94 in respect of Religious Education, but not Acts of Collective Worship. According to the introduction, the purpose of the publication, “...is to support the provision of high-quality religious education (RE) in maintained schools in England. It provides clear non-statutory guidance about RE in the curriculum and the roles of those who have a responsibility for, involvement in or interest in the subject.”

3. Issues, Options and Analysis of Options

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

4. Reasons for Recommendation

- 4.1 A well designed workplan specifies goals for a **committee**, strategies to meet the goals and timelines for completion of the goals.

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

- 5.1 Not applicable

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

- 6.1 The Local Authority reviews its Agreed Syllabus for Religious Education on a regular basis;
- Publishes an Annual Report of its work;
 - Offers guidance on resources and methods of teaching and in consultation with Thurrock Schools;
 - Monitors the quality of provision for RE and Collective Acts of Worship in Thurrock.

This exercise falls under all three elements of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Strategic Lead Finance Corporate Finance

There are no financial implications to this report since the analysis of the data collected through this exercise will be conducted by the Associate RE Adviser as part of her work

7.2 Legal

Implications verified by: **Lindsey Marks**
Deputy Head of Legal Social Care & Education

The legal duties on the advisory council are set out in section 391 Education Act 1996. The main one is to advise the local authority on such matters connected with the religious worship in community schools or in foundation schools which do not have a religious character and the religious education to be given in accordance with an agreed or other syllabus as the authority may refer to the council or as the council may see fit.

7.3 Diversity and Equality

Implications verified by: **Natalie Warren**
Strategic Lead Community Development & Equalities

SACRE will continue to dedicate time for the discussion of the way in which religious education can help improve the level of community cohesion in Thurrock. The Agreed Syllabus is specific about the expected outcomes of teaching of religious education in this respect. The teaching of RE should help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

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

Not applicable

8. Appendices

- Appendix 1 - The role and responsibility of a SACRE
- Appendix 2 – Proposed Work Plan

Report Author:

Deborah Weston

Associate Adviser for RE

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The Role and Responsibility of a SACRE

From Religious Education in English Schools DCSF (2010)

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions, whether in response to a referral from the LA or as it sees fit¹¹
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice on matters not referred to it by the LA
- send a copy of the report to the DfE
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public). There are also provisions about public access to the agenda and reports for meetings.

A SACRE should:

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

A SACRE may:

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

Appendix 1

- Decisions within a group do not require unanimity. Each group must regulate its own proceedings, including provision for resolving deadlock. Many SACREs have chosen to adopt a constitution to regulate their proceedings and ways of working.

Proposed Work Plan

Date of meeting	Subject	Outcomes	Success Criteria
Autumn 2019	<ul style="list-style-type: none"> • The Commission on RE – update • Ofsted Framework on RE – Autumn 2019 • Monitoring provision including GCSE (invalidated) and school workforce data • Review of membership and attendance 		
Spring 2020	<ul style="list-style-type: none"> • Relationships: <ul style="list-style-type: none"> ○ Academies ○ the Council ○ Governors ○ Communities of religion and belief ○ Thurrock work on Community Integration ○ NASACRE ○ Youth Cabinet ○ Regional Schools Commissioners • Youth Cabinet 		
Summer 2020	<ul style="list-style-type: none"> • Standards and Achievements in RE in Primary Schools • SACRE website • Collective Worship • Annual Report (including GCSE results 2018) 		

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