

<b>15 October 2014</b>	<b>ITEM: 5</b>
<b>Thurrock Standing Advisory Council on Religious Education</b>	
<b>National Religious Education Review</b>	
<b>Report of:</b> Deborah Weston: Associate RE Adviser	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Accountable Head of Service:</b> Vivien Cutler –Strategic Lead, School Improvement, Learning & Skills	
<b>Accountable Director:</b> Carmel Littleton, Director of Children’s Services	
<b>This report is</b> Public	

## **EXECUTIVE SUMMARY**

The Religious Education Council of England and Wales has initiated a review of RE to run in parallel with the review of the National Curriculum. This report introduces a consultation on the programme of study which forms part of this review.

### **1. RECOMMENDATIONS:**

#### **1.1 That SACRE respond to the review**

### **2. INTRODUCTION AND BACKGROUND:**

2.1 In summer 2012, the RE Council initiated a review of religious education in England to run parallel to the government's review of the National Curriculum, as part of its strategic plan.

2.2 Phase One of the Review took place between May and December 2012. The REC sought funding from grant giving trusts and member organisations to enable the work to take place; no government funding was made available. A Project Manager was appointed, the REC's Curriculum, Qualifications and Assessment Committee was enlarged so that it could act as the project's Steering Group, Expert Panel members were recruited, assembled evidence from a wide range of contributors and research sources, consulted with the Reference Group. Following this they went out to public consultation and produced a report to give a basis for the next phase of the Review.

2.3 Phase Two of the Review started in January 2013 with the appointment of two Task Groups. The first group had the remit of drafting a preliminary version of

an RE curriculum to harmonise with material produced for the National Curriculum Review for other subjects. The second was to look at the wider context in which RE operated, including RE networks, links with government and the qualifications system. Both groups would produce one or more working papers to inform the work of a writing group in Phase Three

### **3. ISSUES, OPTIONS AND ANALYSIS OF OPTIONS:**

3.1 Phase 2 of the review is currently entering an important stage of consultation and SACRE are invited to read and discuss the draft programme of study (appendix 1) that has been proposed for RE based on extensive work by Task Group 1 for the RE review and the project's Steering Group

3.2 SACRE may elect to complete the questionnaire online during the meeting and/or as individuals

<https://www.surveymonkey.com/s/ConsultationREReview2013>

### **4. REASONS FOR RECOMMENDATION:**

4.1 The RE Review represents a national consultation on a non-statutory programme of study for RE which will influence work in the subject area around the country. It is therefore important that members make their views on the material known.

### **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 purpose of SACRE is to advise the council on matters connected to Religious Education. By taking part in the review of RE, SACRE will be better informed to carry out its statutory functions

### **7. IMPLICATIONS**

#### **7.1 Financial**

Implications verified by: **Kay Goodacre**  
Telephone and email: **01375 652466**  
**kgoodacre@thurrock.gov.uk**

There are no financial implications to this report.

## 7.2 **Legal**

Implications verified by: **Lucinda Bell**  
Telephone and email: **07971316599**  
**Lucinda.bell@BDTLegal.org.uk**

Under s390 of the Education Act 1996 SACRE has an advisory role in relation to the Authority. The report seeks agreement for SACRE to respond to a review of RE. There are issues of equality because religion and belief is a protected characteristic, and the Council is under a duty by virtue of s149 of the Equality Act 2010 to have due regard to

- The need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the EqA 2010.
- The need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. This involves having due regard to the needs to:
  - remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
  - take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it and
  - encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- The need to foster good relations between persons who share a relevant protected characteristic and those who do not share it. This includes having due regard to the need to tackle prejudice and to promote understanding

## 7.3 **Diversity and Equality**

Implications verified by: **Samson DeAlyn**  
Telephone and email: **sdealyn@thurrock.gov.uk**  
**01375 652472**

SACRE is committed to supporting the Council's policies of social and community cohesion. In responding to this review, members will consider the changing religious and ethnic profile of Thurrock in this respond and respond accordingly.

7.4 **Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

Not applicable

**BACKGROUND PAPERS USED IN PREPARING THIS REPORT (include their location and identify whether any are exempt or protected by copyright):**

- The Religious Education Council website:  
<http://resubjectreview.recouncil.org.uk>

**APPENDICES TO THIS REPORT:**

- Appendix 1: Draft Programme of Study for RE

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Associate Adviser for Religious Education

## Draft Programme of Study for RE

### Purpose of Study

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and non-religious worldviews. It should enable pupils to develop their own views, values and identity. It should develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

### Aims

The curriculum for religious education aims to ensure that pupils:

- know and understand a range of religions and non-religious worldviews, so that they can:
  - describe, explain and analyse religious and non-religious beliefs and practices, recognising the diversity which exists within and between individuals and communities;
  - identify and investigate the questions posed and the responses offered by the world's religions and non-religious worldviews;
  - appraise the nature and significance of religion and non-religious worldviews;
  - appreciate the impact of faith, beliefs and values on individuals and communities.
- know and understand a range of responses to questions of meaning, purpose and truth
- develop the skills needed to engage seriously with religions and non-religious worldviews, so that they can:
  - describe them, interpret text, consider, analyse, and appraise evidence critically;
  - explain some of the key concepts that underpin them; and
  - articulate beliefs and values clearly in order to explain the reasons why they may be important in their own and other people's lives.

## **School curriculum**

RE is a statutory subject on the school curriculum of maintained schools. Academies and Free Schools are normally required to make provision for the teaching of RE through the terms of their funding. RE promotes pupils' spiritual, cultural, social and moral development in distinctive ways. RE lessons should offer a structured and safe space during curriculum time for reflection. Teaching in RE should engage pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development. Teaching in RE lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local or global.

## **Subject content**

### **Early Years Foundation Stage**

Pupils should encounter religions and non-religious world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories, may be introduced to subject specific words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

From the EYFS Profile 2013:

\*Through planned, purposeful play and through a mix of adult-led and child-initiated activity, pupils should have the opportunity to:

- listen to stories from religions and non-religious sources and respond with relevant comments, questions or actions (elg: communication and language)
- answer 'how' and 'why' questions about their experiences in response to religious and non-religious stories or events (elg: communication and language)
- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (elg: communication and language; personal, social and emotional development)
- show sensitivity to others' needs and feelings, and form positive relationships (elg: personal, social and emotional development)
- recognise, create and describe some religious and non-religious patterns (elg: mathematics)
- know about similarities and differences between themselves and others, and among religious and non-religious families, communities and traditions (elg: understanding the world)
- explore, observe and find out about religious and non-religious places and objects (elg: understanding the world)

- represent their own ideas, thoughts and feelings through role play and stories (elg: expressive arts and design)

*\*based on the prime and specific areas of the early learning goals*

### **Key Stage 1**

Pupils should develop their knowledge and understanding about Christianity and at least one other religion or non-religious worldview, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about.

More specifically in relation to the programme of study, pupils should be taught to:

- name and recount some religious and moral stories, sacred writings and sources, exploring and discussing them with reference to the tradition they came from
- name and describe religious and non-religious beliefs and practices, including celebrations, worship, rituals and ways of life, in order to investigate the meaning and purpose behind them
- understand that links can be made when beliefs and practices, symbols, stories and actions are compared within and between religions and non-religious worldviews
- understand that many people have a clearly defined sense of identity, shaped by their beliefs and practices and ways of belonging
- observe and describe expressions of religion and non-religious worldviews within and outside the classroom
- investigate questions of meaning and purpose which religious and non-religious people ask themselves and begin to express their own opinions in response
- investigate questions of right and wrong which religious and non-religious people ask themselves and begin to express their own opinion.

### **Key Stage 2**

Pupils should extend their knowledge and understanding of Christianity and at least two other religions or non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own views in response to the material they engage with, giving reasons and relevant information to support those views.

More specifically in relation to the programme of study, pupils should be taught to:

- describe and make links between features of particular religions and non-religious world-views; begin to understand the context which they come from and recognise recurring themes that are distinctive to that tradition

- understand the connection between these stories and key practices within the traditions under investigation, paying particular attention to celebrations and festivals and worship, including those rituals which mark important points in life
- understand that there is diversity in the interpretation of symbol and action within and between religions and non-religious worldviews as well reasons for this diversity
- observe and describe examples of religion and non-religious worldviews within and outside the classroom in ways that demonstrate understanding of their meaning and significance to other people
- understand why belonging to a community of faith or belief is valued, and also the challenges such commitment brings, both in their own lives and within those communities being studied
- discuss their own and others' views on challenging questions about life's meaning and purpose, including religious and non-religious truth claims, and articulate their own ideas in response
- discuss their own and others' views on ethical questions, including ideas about right and wrong, justice and fairness, and articulate their own ideas in response.

### **Key Stage 3**

Pupils should extend and deepen their knowledge and understanding of Christianity and at least two religions or non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they begin to appreciate them in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, so that they can apply these when they encounter expressions of religions and non-religious worldviews. They should understand how religious and non-religious beliefs influence the values and lives of both individuals and groups, and how they impact on current affairs. They should be able to appraise religious and non-religious practice and belief with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.

More specifically in relation to the programme of study, pupils should be taught to:

- interpret teachings, sources, authorities and ways of life in order to understand religions and non-religious worldviews as coherent systems
- interpret the influence that religious history and culture and the history and culture of non-religious worldviews have exercised on the lives of individuals and communities, including celebrations, rituals and rites of passage; to consider reasons why some people question these interpretations
- understand that individuals and cultures express their beliefs and values in many different forms and to explore the variety, difference and relationships that exist within and between them.
- explain those religions and non-religious worldviews which they encounter within and outside the classroom clearly and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology



- explore the impact of religions and non-religious worldviews on people's lives, particularly those for whom their worldview exercises a strong influence on their sense of identity and belonging; recognise that commitment to a religion or non-religious worldview is expressed in a variety of ways and consider why such commitment is valued by some people and questioned by others
- explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite personal response, drawing on a range of examples including philosophy, art, music and poetry
- explore significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

### **Attainment Targets\***

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

*\* The wording of the attainment targets for RE is provisional and in this draft document simply follows the same form of words contained in the proposals for all other National Curriculum subjects*