

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 **5 January 2022**

**This meeting will take place via Microsoft Teams.**

### **Membership:**

#### **Committee A:**

Mrs R Saul, Diocese of Brentwood, Roman Catholic Member  
Mr J Hussein, Muslim Member  
Ms H Kaur Takhtar, Sikh Member  
Mr T Ojetola, Pentecostal Member  
Mr A Kariyawasam, Buddhist Member  
Ms S Perlmutter, Jewish Member  
Vacancy, Hindu Member  
Vacancy, Free Church Christian Member

#### **Committee B:**

Mr P Anderson, Church of England Member  
Mrs L Fry, Church of England Member  
Lola Olajide, Church of England Member  
Vacancy, Church of England Member

#### **Committee C:**

Ms H Martins, Teachers' Associations  
Ms J Culloty, Teachers' Associations  
Ms A Jellicoe, Teachers' Associations  
Ms D Webster, Teachers' Associations  
Mrs C Pumfrey, Teachers' Associations  
Vacancy, Teachers' Associations

#### **Committee D:**

Councillor G Collins  
Councillor M Kerin  
Councillor J Thandi

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## **Agenda**

Open to Public and Press

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<b>1 Apologies for Absence</b>	
<b>2 Minutes</b>	<b>5 - 8</b>
To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 3 November 2021.	
<b>3 Items of Urgent Business</b>	
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.	
<b>4 Declarations of Interest</b>	
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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](mailto:Direct.Democracy@thurrock.gov.uk)

Agenda published on: **22 December 2021**

## Information for members of the public and councillors

### Access to Information and Meetings

#### **Advice Regarding Public Attendance at Meetings:**

Following changes to government advice there is no longer a requirement for public attendees to book seats in advance of a committee meeting. All public attendees are expected to comply with the following points when physically attending a committee meeting:

1. If you are feeling ill or have tested positive for Covid and are isolating you should remain at home, the meeting will be webcast and you can attend in that way.
2. You are recommended to wear a face covering (where able) when attending the meeting and moving around the council offices to reduce any chance of infection. Removal of any face covering would be advisable when speaking publically at the meeting.
3. Hand sanitiser will also be available at the entrance for your use.

Whilst the Council encourages all who are eligible to have vaccination and this is important in reducing risks around COVID-19, around 1 in 3 people with COVID-19 do not have any symptoms. This means they could be spreading the virus without knowing it. In line with government guidance testing twice a week increases the chances of detecting COVID-19 when you are infectious but aren't displaying symptoms, helping to make sure you do not spread COVID-19. Rapid lateral flow testing is available for free to anybody. To find out more about testing please visit <https://www.nhs.uk/conditions/coronavirus-covid-19/testing/regular-rapid-coronavirus-tests-if-you-do-not-have-symptoms/>

Members of the public have the right to see the agenda, which will be published no later than 5 working days before the meeting, and minutes once they are published.

#### **Recording of meetings**

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Members of the Council should ensure that their device is sufficiently charged, although a limited number of charging points will be available in Members Services.

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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 3 November 2021 at 6.30 pm

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- Committee A:** Miss R Saul, Ms H Kaur and Mr T Ojetola
- Committee B:** Mr P Anderson, Mrs L Fry and Mrs L Olajide
- Committee C:** Ms J Culloty, Ms A Jellicoe, Ms D Webster and Mrs C Pumfrey
- Committee D:** Councillors G Collins (left at 7.32pm) and J Thandi
- Apologies:** Mr A Kariyawasam and Councilor M Kerin
- In Attendance:** Deborah Weston, Associate Advisor for Religious Education  
Andrea Winstone, Strategic Lead for School Effectiveness and SEND  
Kenna-Victoria Healey, Senior Democratic Services Officer
- 

Before the start of the Meeting, all present were advised that the meeting was being recorded.

### **9. Minutes**

The minutes of the Standing Advisory Council on Religious Education held on 16 June 2021 were approved as a correct record subject.

### **10. Items of Urgent Business**

There were no items of Urgent Business.

### **11. Declarations of Interest**

There were no declarations of interest.

### **12. Public Perception of Religious Education**

The Associate Advisor for Religious Education introduced the report explaining it detailed the findings of a survey about public perceptions of religious education with suggestions for actions by secretary.

During the discussion of the religion and worldview survey members pointed out they felt it was a powerful insight. It was commented that students were disappointed when advised they are unable to take the subject at GCSE level.

It was commented that Members of Parliament did not understand completely what Religious Education was. Members felt that perhaps the damage had

already been done by the survey following its outcome and enquired if there was a way to counteract and improve the outlook of Religious Education.

The Associate Advisor for Religious Education explained that locally Thurrock could circulate the outcome of the survey to all schools to encourage topics of conversations. They heard how interfaith week was coming up and this would be discussed within schools and furthermore SACRE could keep pushing information out to its stakeholders to ensure they held the correct information.

*Mr Ojetola became chair at 7:02pm due to technical issues.*

Members thanked the RE Advisor for the report, observing Religious Education was very informative and wondered if there was something that could be produced for primary school children perhaps with graphics or pictures which would not only help young children understand but also be helpful for parents and schools.

Finally members discussed the benefit and importance of Religious Education for young people, especially during their GCSEs, as the subject was also entwined with other subjects such as history.

#### **RESOLVED that SACRE:**

- 1. Reviewed the summary of the survey (see Appendix 1)**
- 2. Considered the relevance of the points for RE in Thurrock**
- 3. Write to school leaders and governors to make them aware of the survey and its results**
- 4. Write to teachers to suggest they use the infographic in open evenings or options consultations.**

#### **13. Monitoring Provision for RE in Thurrock Schools**

The Associate Advisor for Religious Education introduced the report which highlighted issues with receiving data from schools on the number of hours RE was taught, such as the subject may be taken under a different subject name and so the figures were not correctly reported. Since last year's report, the data suggests that the level of provision has improved at a number of schools.

The Strategic Lead for School Effectiveness and SEND commented that as the review template was part of the RE quality mark scheme, any schools who hadn't completed the survey and reported their hours would be contacted by the Local Authority and followed up with the headteacher.

During discussions it had been highlighted that a number of secondary schools had now increased the total number of hours of RE taught from 2019 to 2020 this was due to a number of factors which included the wording of the questions asked of the schools and the increased focus in the Ofsted framework for inspection on the curriculum. The teachers and head teachers



of SACRE offered to discuss the report and appendix with teachers across the borough at the relevant teacher meetings.

**RESOLVED that SACRE:**

- 1. Considered the school workforce data for 2021 in the Appendix 1 and The REQM criteria for reviewing primary school provision in Appendix 2**
- 2. Ask the LA officer to include the following information in conversations with schools:**
  - where good practice is identified,
  - where there is no evidence that the requirements of the Agreed Syllabus are met,
  - where there looks to be limited or no provision.
- 3. Considered the RE Quality Mark template for school self-evaluation and ask the Associate Adviser to circulate it to schools for completion**

**14. Update on National Developments and Opportunities**

Members received the report which detailed the key national developments that impacted on Religious Education and suggested actions for SACRE to comment on.

Members discussed the fact that Religious Education GCSE entries had decreased by 2.4% and commented on the ways teachers and schools were trying to encourage students to take up the subject, such as year assemblies and inviting key speakers on different topics such as a representative from Humanist UK to speak to students.

It was advised that interfaith week took place from the 14<sup>th</sup>/21<sup>st</sup> of November, and that interfaith week was important for promoting mutual understanding and respect between those of different faiths and beliefs.

SACRE was further advised of the plans for the NASCARE AGM and conference which was due to take place on Monday, 23 May 2022. They further heard there were two online training sessions being offered for members of SACRE, details were within the report for any member wishing to attend.

*Mr Anderson returned back as Chair at 7:41pm*

The Chair of SACRE enquired as to whether the youth conference was to be put on this year, as due to the pandemic it was not held last year. The Associate Advisor commented that although the youth conference was the highlight of the year for RE Thurrock, and many schools attended, the planning of the conference took at least six months and unfortunately there was not the funding to be able to hold such an event.

SACRE Members asked if there was another way to be able to hold the conference, suggesting perhaps one of the schools had the facilities to offer a room or assembly space. It was agreed that members would discuss at the next meeting possible ideas of being able to hold the youth conference.

**RESOLVED that SACRE:**

- 1. Reviewed the information collected (see Appendix 1)**
- 2. Evaluated the relevance of each section for RE in Thurrock**
- 3. Shared the attached update with schools and their governing boards**

**15. Work Plan Review and Update for 2021/2022**

SACRE discussed the work plan for 2020/2021 and through discussions were advised that the annual report template which was produced by the Department of Education and was a national report completed by all SACRE's had been updated and would be used for Thurrock's Annual Report to be circulated for the January meeting.

Members heard how the Agreed Syllabus Conference would also be on the January meeting for agreement of the Thurrock Agreed Syllabus.

**RESOLVED that SACRE reviewed the workplan for 2020-2021 and consider the recommendations for work in 2020-21.**

**16. Any Other Business**

There was no other business to discuss.

**The meeting finished at 8.06 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](mailto:Direct.Democracy@thurrock.gov.uk)**

<b>5 January 2022</b>	<b>ITEM: 5</b>
<b>Standing Advisory Council on Religious Education</b>	
<b>Teacher Education in Thurrock – the role of Teaching School Hubs</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Deborah Weston, Associate Adviser for Religious Education	
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director Learning Inclusion and Skills	
<b>Accountable Director:</b> Shelia Murphy, Corporate Director of Children’s Services	
<b>This report is Public</b>	

## Executive Summary

One of the responsibilities of SACRE is to advise the LA on the provision of training for teachers in RE. In the past, the majority of teachers were initially trained through higher education institutions; Universities and Colleges. Over recent years, more and more teacher training has become led by schools. Continuing Professional Development was often provided mainly by local authority specialist advisers, commercial companies and charities.

From September 2021 the government has agreed to fund 87 teaching school hubs “to provide high-quality professional development to teachers at all stages of their careers.” This report aims to allow SACRE to explore the implications of changes to teacher education for SACRE in fulfilling its responsibilities. It proposes a partnership that will support both SACRE and Teaching School Hubs in achieving their goal to strengthen teacher education in RE in all schools.

- 1. Recommendation(s) that SACRE:**
  - 1.1 receive a presentation from one of the Teaching School Hubs working in Thurrock.**
  - 1.2 share their ideas about the strengths and weakness of teacher education for RE nationally considered in previous meetings such as:**
    - **primary trainees receiving between 0-3 hours teaching on RE during their initial training (NATRE primary survey)**
    - **lack of primary teacher confidence in RE subject knowledge (NATRE primary survey)**

- **insufficient supply of secondary RE specialists reported by Thurrock senior leaders**
  - **the need for RE Teachers' Network group**
- 1.3 Agree a series of actions for establishing a partnership between SACRE and Teaching School Hubs serving Thurrock**

## **2. Introduction and Background**

### **2.1 Teaching Schools and Teaching School Hubs**

The work of TSH are built around four key areas:1. ITT (Initial teacher training), 2. ECF (The early career framework) 3 Wider CPD (Continuing Professional Development)

Important differences between teaching schools and teaching school hubs.

- TSHs have a designated area (made up of Local Authority Districts) – designed to ensure that no 'cold patches'
- TSHs are larger (200-300 schools) – designed to work at a scale to effect area outcomes
- TSHs have larger grants (min £170k / Year for three years) – give confidence to system
- TSHs have specific Key Performance Indicators linked to DfE policy aims – there is a new, closer relationship between TSH and the DfE
- TSHs are expected to work closely with MATs (Multi Academy Trusts), Curriculum Hubs and Research Schools
- Schools – the idea is for TSHs to have a 'multiplying effect' across the wider system

## **What will the TS Hub be expected to deliver?**

<b>Function</b>	<b>Activity includes</b>	<b>This could mean</b>
CPD	Deliver EEF Programmes	Working in partnership with Research School Network to increase offer
	Deliver DfE Approved Programmes	Providing local access to national programmes
	Support Curriculum Hubs to prioritise support	Working with English Hubs, Maths Hubs, Language Hubs, Computing Hubs and Science Partnership Hubs to facilitate, support and monitor support

Function	Activity includes	
ITT	Train new teachers	Review existing provision; implement new approach that simplifies market and increases recruitment and quality of training experience
Early Career Framework	Support national rollout of ECF	Build capacity to support delivery of National Roll Out in Sep 2021
Appropriate Body	Register as an AB	Review existing AB services; build on existing partners' expertise delivering AB

### Acronyms:

**EEF**-Education Endowment Foundation: an independent charity dedicated to breaking the link between family income and educational achievement

**NLE**:National Leaders in Education: NLEs are outstanding headteachers or principals who, together with the staff in their schools, use their skills and experience to support schools in challenging circumstances.

## 3. Issues, Options and Analysis of Options

- 3.1 Increasing the role of schools in teacher education and training is a government priority which has secured significant funding from HM Treasury for three years. It would be wise for SACRE to be informed and engaged in this work as soon as possible.

## 4. Reasons for Recommendation

- 4.1 This recommendation is made on the basis that SACRE is required to give advice to the local authority on the provision of training for teachers in RE. From September 2020, teaching school hubs have been playing a central role in this area.

## 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 Thurrock Education support strategy](#) (2019-2022) begins with the following statement of commitment to partnership working:

Our school education support strategy – which includes our policy for school improvement – sets out how we will work in partnership with early years settings, schools, academies, multi-academy trusts, colleges and teaching schools to give children and young people the best start in life.

This report recommends SACRE established a partnership with teaching school hubs.

## **7. Implications**

### **7.1 Financial**

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

Funding for SACRE is provided by Department for Education through the Dedicated Schools Grant, Central Schools Services Block.

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

### **7.2 Legal**

Implications verified by: **Lindsey Marks**  
**Deputy Head of Law**

The teaching school hub programme is part of a comprehensive strategy dedicated to supporting teachers throughout their teaching career. It forms part of the implementation of the recruitment and retention strategy to raise teacher quality and effectiveness. The teaching school hub programme will create a network of 87 centers of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country. This programme replaces the previous network of around 750 teaching schools, which came to an end in August 2021.

Teaching school hubs will provide high-quality professional development to teachers at all stages of their careers. The teaching school hubs will be expected to play a significant role in delivering:

- School based initial teacher training.
- The early work framework when it is available nationally from September 2021
- The new specialist national professional qualifications
- Leadership national professional qualifications.
- Appropriate body services for early career teachers and schools that are not currently appropriate bodies will need to register as an appropriate body after becoming teaching school hubs

Teaching school hubs will also promote and deliver other high-quality evidence-based professional development to school leaders and teachers.

### 7.3 Diversity and Equality

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

The aim of this report is to establish a partnership with the Teaching School Hubs that serve Thurrock with an aim to improve the training of teachers. If teachers are well trained, this will help to raise standards in the teaching of RE. In this way schools will be supported to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

#### **Report Author:**

Deborah Weston OBE

Associate Adviser for Religious Education

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<b>5 January 2022</b>	<b>ITEM: 6</b>
<b>Standing Advisory Council on Religious Education</b>	
<b>Annual Report 2020-2021 Thurrock SACRE</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Deborah Weston, Associate Adviser for Religious Education	
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director Learning Inclusion and Skills	
<b>Accountable Director:</b> Shelia Murphy, Corporate Director of Children’s Services	
<b>This report is Public</b>	

## Executive Summary

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

- 1. Recommendation(s) that SACRE:**
  - 1.1 Accept this report as an accurate record of its work for the period September 2020 – July 2021**
  - 1.2 Requests that the Assistant Director Education and Skills continues to include discussions about RE provision in the scheduled discussions with senior leadership teams**
  - 1.3 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**

- 2.1 It is a legal requirement that SACRE submit an annual report of its activities to the local authority.

## **3. Issues, Options and Analysis of Options**

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

## **4. Reasons for Recommendation**

- 4.1 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**

- 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.

## **7. Implications**

### **7.1 Financial**

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

Funding for SACRE is provided by Department for Education through the Dedicated Schools Grant, Central Schools Services Block.

### **7.2 Legal**

Implications verified by: **Lindsey Marks**  
**Deputy Head of Law**

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: **Roxanne Scanlon**  
**Community Engagement and Project Monitoring Officer**

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 Impact on Looked After Children**

- Not applicable

## **8. Appendices to the Report**

- Appendix 1 - Annual Report of The Thurrock Standing Advisory Council On Religious Education (SACRE) For 2019 – 2020

**Report Author:**

Deborah Weston

Associate Adviser for RE

**ANNUAL REPORT OF THE THURROCK STANDING ADVISORY COUNCIL ON  
RELIGIOUS EDUCATION (SACRE) FOR 2019 – 2020**



This artwork by David O (Quarry Hill Academy Key Stage 2) was inspired by Psalm 19:1

“The heavens declare the glory of God. The skies proclaim the work of His hands.”

David was one of the prize winners in the Thurrock Spirited Arts Competition.

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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 has over the years developed its own particular style and character 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. GCSE data, including the short course 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 TO FOLLOW**



<b>Membership of Thurrock Standing Advisory Council on Religious Education 2020-2021</b>						
<b>Committee</b>	<b>Representing</b>	<b>Nominating Body</b>	<b>No. of Reprs</b>	<b>Names of Reprs.</b>	<b>Date Appointed</b>	<b>Date due for re-election</b>
A	Christian Denominations & other RE Denominations		9			
A	Free Church Christian	Free Church Federal Council	2	Mrs S Lawson	June 2019	May 2023
A	Roman Catholic	Diocese of Brentwood	1	Miss R Saul	June 2019	June 2023
A	Muslim	Thurrock Islamic Education & Cultural Association	2	Mr J Hussein	October 2019	September 2023
A	Sikh	Local Sikh Guru Gudwara Committee.	1	Ms H Kaur Takhtar	May 2018	June 2022
A	Pentecostal		1	Mr T Ojetola	July 2018	June 2022
A	Buddhist	Buddhist Society	1	Mr A Kariyawasam	June 2019	May 2023
A	Jewish	Board of Deputies of British Jews	1	Ms S Perlmutter	June 2019	May 2023
A	Hindu	Vacancy	1	Vacancy	Vacancy	Vacancy
A	Free Church Christian	Free Church Federal Council	2	1 Vacancy	1 Vacancy	1 Vacancy

Committee	Representing	Nominating Body	No. of Reps	Names of Reps.	Date Appointed	Date due for re-election
B	Church of England		4			
B	Church of England	Diocese of Chelmsford		Mr P Anderson	June 2019	May 2023
B	Church of England	Diocese of Chelmsford		Mrs L Fry	March 2020	March 2024
B	Church of England	Diocese of Chelmsford		Lola Olajide	June 2020	June 2024
B	Church of England	Diocese of Chelmsford		Vacancy	Vacancy	Vacancy

Committee	Representing	Nominating Body	No. of Reps	Names of Reps.	Date Appointed	Date due for re-election
C	Teachers' Associations (pref. Primary, Secondary & Special Schools)		6			
C	Teachers' Associations, Primary	Professional Associations Group		Ms H Martins	May 2018	June 2022
C	Teachers' Associations, Secondary	Professional Associations Group		Ms J Culloty	May 2018	June 2022
C	Teachers' Associations Secondary	Professional Associations Group		Ms A Jellicoe	March 2020	March 2024
C	Teachers' Associations	Professional Associations Group		Mrs C Pumfrey	May 2020	May 2024

C	Teachers' Associations	Professional Associations Group		Ms D Webster	May 2020	May 2024
C	Teachers' Associations	Professional Associations Group		Vacancy	Vacancy	Vacancy

Committee	Representing	Nominating Body	No. of Reps	Names of Reps.	Date Appointed	Date due for re-election
D	Local Education Authority		3			
D	Local Education Authority	Thurrock Council		Councillor M Kerin	May 2018	May 2022
D	Local Education Authority	Thurrock Council		Councillor G Collins	May 2019	May 2023
D	Local Education Authority	Thurrock Council		Councillor J Thandi	July 2021	July 2025

Committee	Representing	Nominating Body	No. of Reps	Names of Reps.	Date Appointed	Date due for re-election
(non-voting)	Co-opted Member		1			
	Vacancy	SACRE		Vacancy	Vacancy	Vacancy

## **SACRE Meetings Held**

The following SACRE meetings were held during the reporting period:

4<sup>th</sup> November 2020

6<sup>th</sup> January 2021

16<sup>th</sup> June 2021

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

## **Membership and attendance**

SACRE are pleased to report that attendance at SACRE has improved during the pandemic. It appears that remote meetings are easier for people to attend than face to face. SACRE have agreed to continue remote meetings for the foreseeable future.

### ***ADVICE:***

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

## **Work Plan 2020-21**

The work plan for 2020-2021 is reported as appendix A

## **Monitoring and Evaluation**

### **Standards in Thurrock Schools.**

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

### **School websites**

Schools are required to publish their curriculum for each subject for each school year. This includes Religious Education, even when it is called something else. SACRE investigated school websites in order to learn more about how RE, including the Thurrock Agreed Syllabus was being used. Some schools presented a comprehensive RE programme and were clearly using the Agreed Syllabus and accompanying scheme of work. Others failed to report on RE or reported a curriculum that did not appear to comply either with the Agreed Syllabus or, in the case of some academies, their funding agreement.

### **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. Unfortunately, not all schools appear to complete the census accurately,

especially when the subject is combined with another on the timetable. SACRE has taken steps to encourage schools to report their provision for RE accurately.

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

### **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. However, the DfE made a decision in the summer of 2020 that because qualifications such as GCSE and A were awarded based on school assessment, it would not be reasonable to use them in national performance tables.

SACRE noted that 74% of Thurrock children entered for GCSE RS were achieving a grade of 9-4, the national average was 78%. This means when pupils in Thurrock have the opportunity to study RS at GCSE, they perform well on average. The average attainment eight score of all pupils of a 1 or 2 grade was 48% compared to 50% nationally.

It was highlighted that Thurrock appeared in position 120 out of 150 local authorities when ranked according to entries for GCSE Religious Studies. Members were disappointed by this figure. The highest ranked authority entered 77% and the lowest 11%. The average point score for all subjects in Thurrock Schools is around 2 points (half a GCSE grade) lower than the national average. The Chair observed that pupils entering a full course at GCSE was at 25% for Thurrock compared to 39% nationally.

### **ADVICE**

***SACRE wishes to advise the council of its agreed view that where SACRE has identified strengths or areas for development in relation to Religious Education in specific schools, the subject should form part of the annual conversations conducted by the School Effectiveness Team. This we believe is consistent with School Support Strategy 2019 and the aim that by 2022, there will be an effective process to 'challenge and support all schools to increase quality and standards of education'.<sup>1</sup>***

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<sup>1</sup> Thurrock Council Education Support Strategy 2019-2022

<https://www.thurrock.gov.uk/sites/default/files/assets/documents/education-support-strategy-2019-v02.pdf>



## **Youth Cabinet report to SACRE**

Thurrock's Youth Cabinet is a group of 11 to 19 year-olds, who work to make Thurrock a better place for young people. The Youth Cabinet was set up to give the young people of Thurrock a voice. Youth Cabinet members regularly meet with councillors, council officers and other decision makers to give their views on a number of issues including the school curriculum.

As part of their monitoring work therefore, SACRE invited representatives of the Youth Cabinet to attend a SACRE meeting. Members informed the representatives that SACRE had invited the Youth Cabinet to their meeting as they felt it was important to seek their views about their experiences of Religious Education in Schools and the importance of Religious Education in Thurrock today. The representatives reported enjoying RE lessons more at secondary School than in primary. They felt the material they studied in secondary Religious Education was particularly interesting because it relates to real life scenarios and everyday life. The representatives also reported appreciating the visits they were offered to places of worship. They agreed unanimously that RE should be taught in schools especially as it was important for all young people to know about people from other cultures.

The Youth Cabinet attended the spring term meeting, joining the discussions virtually. SACRE members asked a number of questions. Some of the responses to these questions included the following

1. Their experience of RE at Primary and Secondary School was very different
2. Likewise, where their experience of RE at one phase was in a school with a religious character and not
3. Pupil attitudes to RE were affected by the faith or belief background.
4. They judged that as a generation young people were becoming less religious overall with large gaps in view between pupils who would describe themselves as religious and non-religious peers
5. Some of their schools did not seem to value RE, teachers often appeared not to know answers to their questions, and this made pupils lose interest
6. Several students reported enjoying applying religious ideas to current issues; the environment, animal cruelty, crime and punishment for example. They learnt about the death penalty by looking at different case studies, which made the lesson more interesting because it didn't matter if you are religious or not to appreciate the ideas.
7. They believed that learning how to debate a topic providing evidence to support a point of view, was valuable.
8. Some students were disappointed by the fact that they learnt very little about certain religions e.g. Sikhi and also when the lessons on their own religious tradition did not reflect their own experience.

## **ADVICE**

**SACRE wishes to thank all those involved in the Youth Cabinet for their contribution to the monitoring of RE and Collective Worship in Thurrock Schools**

## **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. A review of interfaith engagement led by Colin Bloom.
- ii. The Ofsted Research Review on Religious Education 2021
- iii. The launch of the Theos Report on [Worldviews in Religious Education](#)
- iv. Publication of updated guidance on the statutory provision for RE in Academies and Free Schools from the [Department of Education](#)

## **Other matters discussed that fall under the remit of SACRE**

### **Spirited Arts**

One of the highlights of the year was a local competition mirroring the national Spirited Arts Competition. The Standing Advisory Council on RE (SACRE) were really impressed by the work of those children who took part in the competition this year. The quality of the artwork and of the commentaries was high and it was very challenging to judge a winner for each age group.

Spirited Arts aims to get people thinking about Religious Education through Art. Children were asked to produce a piece of artwork together with a commentary on one of a set of themes linked to their Religious Education lessons. The themes this year were:

1. "We have far more in common with each other than that which divides us."
2. God's good earth? - ("Beautiful World, wonderful God?")
3. Where is God?
4. Healing
5. Inspiring!

Here is a full list of the prize winners

Winners:

- ❖ Sofia: Stifford Clays Primary school (Nursery class) EYFS Theme God's good earth - Beautiful World - Beautiful God
- ❖ Marian: Quarry Hill Academy KS1 Theme: Where is God?
- ❖ Aylin: Warren Primary School LKS2 God's good earth – Theme: Beautiful World - Beautiful God
- ❖ David O: Quarry Hill Academy UKS2 Theme: We have far more in common with each other than that which divides us

KS2 Runners Up:

Due the higher volume of KS2 entries SACRE decided to award two runners up in this category



- ❖ Sophie: Purfleet Primary Academy KS2 Theme: God's good earth - Beautiful World - Beautiful God
- ❖ Andrei: Quarry Hill Academy KS2 God's good earth – Theme: Beautiful World - Beautiful God

You can view the artwork and writing of these talented and thoughtful children on the SACRE area of the Thurrock website. <https://www.thurrock.gov.uk/religious-education/sacre-committee>

### **Agreed Syllabus review**

SACRE convened its Agreed Syllabus conference in the Spring Term 2021 and considered the following three options in relation to the syllabus.

- A. To renew the license with RE Today which included a supplement to insert into the current syllabus (2016/2021) this would be circulated electronically to schools following the Agreed Syllabus.
- B. To adopt RE Today's most recent syllabus model B
- C. To commission a bespoke new Agreed Syllabus with assistance from RE today.

Following discussion, the conference agreed in principle to opt for A pending a review of teacher views on the syllabus and their priorities for further supporting guidance.

### **Teacher Education**

SACRE noted the disappointing news that bursaries had been withdrawn for those training to teach RE. Given that the DfE had failed to meet its target for recruiting teachers of RE 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:

- i. [Farmington Scholarship](#): This funded opportunity for a teacher to be seconded from school to carry out research was agreed to be an exciting opportunity and the adviser was asked to ensure all teachers were informed about the offer and encouraged to apply.

Appendix A Workplan 2020-2021

**SACRE WORK PLAN**  
To meet the statutory duties of a SACRE

Objective	Action	Responsibility	Date	Success criteria
1. 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	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"> <li>• issues affecting RE in the area</li> <li>• the Agreed Syllabus for RE</li> <li>• an understanding of the responsibilities of SACRE</li> </ul>
2. SACRE have the opportunity to consider national developments in relation to RE in Thurrock	Consider relevant material from National organisations (AREAIC, NATRE, NASACRE 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
3. Produce annual report of the work of SACRE including advice to the council.	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	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

		present to council		
4. Engage with local schools and Academy Trusts to understand how Religious Education and Collective Worship are provided in Thurrock	Officers to identify schools to host virtual visits for a sample of primary and secondary schools Members to hold online discussions with subject leaders and where possible with children and young people Committee considers school reports	SACRE members at least one per year	Up to 4 school visits - 2 per term	Meaningful visits or discussion completed, and reports discussed at SACRE meetings.
5. Provide information on the RE curriculum to schools including through training	Update schools on current developments in RE (NATRE and other material requested by SACRE) Host a SACRE Youth Conference to model high quality provision to teachers of RE [Note: the summer Conference was postponed due to the pandemic. Might a virtual conference be planned if a face to face event is not possible in summer 2021]	Adviser  Adviser and RE Today	Termly  Annually - Summer Term subject to funding	Schools in receipt of material Teachers respond to material received Teachers raise questions to the adviser
6. Monitor provision for RE and Collective Worship	Source and present national and local data as follows:	Adviser All SACRE members	Annually	LA respond to advice offered on strengths of RE and collective worship, and areas in need of development

	<ul style="list-style-type: none"> <li>– GCSE validated and unvalidated results and entries (local and national)</li> <li>– School workforce data (local and national)</li> <li>– Surveys of provision and of issues such as withdrawal, use of agreed syllabus, who teaches RE etc (local)</li> <li>– Review school websites</li> <li>– Write to schools about findings</li> <li>– Sample collective worship policies</li> </ul>	LA representative		Schools respond to feedback on their websites and policies
7. Evaluate SACRE work and establish priorities	Item at autumn term meeting	All SACRE members	Autumn term meeting	Evaluation identified success criteria are met

Schedule 2020/21 Date of meeting	Subject	Objective (note – objectives 1 and 2 apply to all meetings)		
Autumn 2020	<ul style="list-style-type: none"> <li>• National developments - update</li> <li>• Monitoring provision via school workforce data</li> <li>• Review of membership and attendance</li> <li>• Evaluation of work plan</li> <li>• Review of provision via school website - proposed template</li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 7</li> <li>• 2</li> <li>• 6</li> </ul>		
Spring 2021	<ul style="list-style-type: none"> <li>• Monitoring provision via GCSE and A level results</li> <li>• Annual report approval</li> <li>• Relationships: <table border="1" data-bbox="506 756 1494 1027"> <tr> <td data-bbox="506 756 999 1027"> <ul style="list-style-type: none"> <li>• Schools and Academies</li> <li>• the Council</li> <li>• Governors</li> <li>• Communities of religion and belief</li> </ul> </td> <td data-bbox="999 756 1494 1027"> <ul style="list-style-type: none"> <li>• Thurrock work on Community Integration</li> <li>• NASACRE</li> <li>• Youth Cabinet</li> <li>• Regional Schools Commissioners</li> </ul> </td> </tr> </table> </li> </ul>	<ul style="list-style-type: none"> <li>• Schools and Academies</li> <li>• the Council</li> <li>• Governors</li> <li>• Communities of religion and belief</li> </ul>	<ul style="list-style-type: none"> <li>• Thurrock work on Community Integration</li> <li>• NASACRE</li> <li>• Youth Cabinet</li> <li>• Regional Schools Commissioners</li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 3</li> <li>• 4+5</li> </ul>
<ul style="list-style-type: none"> <li>• Schools and Academies</li> <li>• the Council</li> <li>• Governors</li> <li>• Communities of religion and belief</li> </ul>	<ul style="list-style-type: none"> <li>• Thurrock work on Community Integration</li> <li>• NASACRE</li> <li>• Youth Cabinet</li> <li>• Regional Schools Commissioners</li> </ul>			
Summer 2021	<ul style="list-style-type: none"> <li>• Standards and Achievements in RE in schools</li> <li>• Review of SACRE website</li> <li>• Review of Collective Worship and right of withdrawal</li> <li>• Review of SACRE Youth Conference</li> <li>• Annual report including GCSE results</li> <li>• Ofsted Framework on RE – latest reports [postponed from autumn term]</li> </ul>	<ul style="list-style-type: none"> <li>• 6</li> <li>• 6</li> <li>• 6</li> <li>• 5</li> <li>• 4</li> <li>• 7</li> <li>• 6</li> </ul>		

**Appendix B - Provision for RE as reported in the workforce census -November 2020**

School name	School type	% year 7 hours - RE	% year 8 hours - RE	% year 9 hours - RE	% year 10 hours - RE	% year 11 hours - RE	% all hours - RE 2020	% all hours - RE 2019	Change from 2019 to 2020 in total hours of RE	Reporting issues/changes from 2019
The Hathaway Academy	Academy sponsor led	5.9	6.5	4.0	1.2	1.2	3.7	0.7	Increase	Hathaway now accurately reporting RE
Ortu Hassenbrook Academy	Academy converter	4.9	5.1	5.0	0.0	0.0	2.7	3.2	Decrease	Ortu now reporting RE 7-9 -not 10-11
Harris Academy Riverside	Free schools	.	.	.	.	.	.	.	.	
Harris Academy Ockendon	Academy converter	0.0	0.0	0.0	0.0	3.6	1.2	3.3	Decrease	
Orsett Heath Academy	Free schools	2.2	.	.	.	.	2.2	.	unavailable	
Thames Park Secondary School	Free schools	4.2	.	.	.	.	4.2	.	unavailable	
Harris Academy Chafford Hundred	Academy converter	4.4	3.9	3.9	0.0	0.0	1.5	0.9	Increase	Harris now reporting RE 7-9. RE and Philosophy both reported
Grays Convent High School	Voluntary aided school	10.8	10.6	9.3	9.9	9.9	10.1	8.3	Increase	
William Edwards School	Academy converter	4.8	3.8	4.4	2.9	1.1	3.3	2.5	Increase	Now reporting some provision for year 11 but no whole cohort
Ortu Gable Hall School	Academy converter	.	.	.	.	.	.	.	.	Not sure what has happened here. Looks like there has been a cut in provision or mis reporting

St Clere's School	Academy converter	5.3	5.1	2.6	0.0	0.0	2.4	2.7	Decrease
The Gateway Academy	Academy sponsor led	3.8	4.5	10.1	9.5	0.0	5.5	5.5	Decrease

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<b>5 January 2022</b>	<b>ITEM: 7</b>
<b>Standing Advisory Council on Religious Education</b>	
<b>Agreeing the Agreed Syllabus for Religious Education</b>	
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-Key
<b>Report of:</b> Deborah Weston, Associate Adviser for Religious Education	
<b>Accountable Assistant Director:</b> Michele Lucas, Assistant Director Learning Inclusion and Skills	
<b>Accountable Director:</b> Shelia Murphy, Corporate Director of Children’s Services	
<b>This report is Public</b>	

## Executive Summary

This report proposes that SACRE make the decision to renew its license with RE Today to use its model syllabus A as the Agreed Syllabus for Religious Education.

### 1. Recommendation(s) that SACRE:

- 1.1 Reconvene an Agreed Syllabus Conference (first meeting June 2021)**
- 1.2 Consider the results of the survey of teachers**
- 1.3 Confirm option A from the options set out in Appendix 1 from RE Today**

### 2. Introduction and Background

Every Local Authority is required to establish and support an occasional body called an agreed syllabus conference (ASC)

An ASC must:

- Produce and recommend to the LA an agreed syllabus for RE which is educationally sound and meets legal requirements.
- Institute a review of its locally agreed syllabus within five years of the last review, and subsequently every five years after the completion of each further review
- with any sub-committee it may appoint,1 meet in public, subject to exceptions in relation to confidentiality2

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1 Schedule 31(6), Education Act 1996

2 Regulation 3, S1 1994/1304

- Unanimously recommend a syllabus for adoption by the LA (each committee having a single vote) - there are provisions for the Secretary of State to become involved where an ASC is not unanimous<sup>3</sup>
- Include on any sub-committee at least one member of each of its constituent committees.
- An ASC may specify what must be taught through the locally agreed syllabus. In recommending a syllabus the ASC may not specify the amount of curriculum time that must be allocated to RE by schools, but they may provide an estimate of how much time their syllabus would require, to help schools to plan their timetable.

### **Membership of an ASC**

An ASC is required to be made up of four committees<sup>4</sup>

- Committee A – Christian denominations and such other religions and religious denominations as, in the opinion of the LA, will appropriately reflect the principal religious traditions in the area;
- Committee B - the Church of England
- Committee C - teacher associations
- Committee D - the Local Authority

There is no legal provision for an ASC to include co-opted members, but it can seek the advice it considers appropriate from those it considers appropriate, to inform the development of effective RE provision in its area.

### **3. Issues, Options and Analysis of Options**

- 3.1 The current Agreed Syllabus for Thurrock was implemented in schools in September 2016. It is now due for review.
- 3.2 The Agreed Syllabus conference was convened at the June meeting and three options were discussed from those in appendix A. The consensus was that option A was the preferred option but SACRE wanted:
- (a) to consider the views of teachers and senior leaders before making a decision
  - (b) to receive a formal quotation from RE Today
  - (c) to consult with the finance team regarding the budget

before reaching a final decision

### **4. Reasons for Recommendation**

- 4.1 The steps recommended are required in order that SACRE carry out its statutory functions.

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

- 5.1 Not applicable

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<sup>3</sup> Schedule 31(10), Education Act 1996

<sup>4</sup> Section 390(2) Education Act 1996; Schedule 31, para 4, Education Act 1996

## **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 first element of this programme.

## **7. Implications**

### **7.1 Financial**

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

Funding to produce an agreed syllabus is provided by Department for Education through the Dedicated Schools Grant, Central Schools Services Block.

### **7.2 Legal**

Implications verified by: **Lindsey Marks**  
**Deputy Head of Law**

The legal requirements:

- SACRE must review its RE Agreed Syllabus every five years.
- An Agreed Syllabus Conference is to be convened to conduct that review.

An agreed syllabus must '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 (3))/School Standards and Framework Act (1998, Schedule 19,para.5)

### 7.3 Diversity and Equality

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

SACRE will continue to dedicate time for the discussion of the way in which religious education can help improve the level of community cohesion in Thurrock. The current 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 to the Report

- Appendix 1 - Thurrock Agreed Syllabus: options from RE Today
- Appendix 2 – Thurrock Agreed Syllabus Review

#### Report Author:

Deborah Weston

Associate Adviser for RE

## Thurrock Agreed Syllabus: options from RE Today

### Background

#### The legal requirements:

- SACRE must review its RE Agreed Syllabus every five years
- An Agreed Syllabus Conference is to be set up to conduct the review

An agreed syllabus must *'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 (3))/School Standards and Framework Act (1998, Schedule 19, para.5)

### The need for a high-quality syllabus

The provision of a clear, well-structured, up-to-date and professional agreed syllabus is probably the single most important function of SACRE. Combined with on-going implementation training and resources, a new syllabus offers the possibility of raising achievement in RE in all local schools. It is also essential to consider how this relates to new inspection requirements, to developments in assessment and in teaching and learning, revised GCSEs, the National Report from the Commission on RE, the 'British Values' agenda, and all related educational change.

Ofsted's Subject specialist RE reports 2010 and 2013 highlight the need for syllabuses to:

- be clear about expected knowledge and understanding about religion(s) and belief(s)
- support and empower teachers to plan effectively
- offer coherent progression across the ages and key stages
- support clear and focused assessment, useful for raising standards
- encourage enquiry-based RE.

### Implications of the 2019 Ofsted Framework

The 2019 Ofsted Education Inspection Framework (EIF) places great emphasis on curriculum planning. It asks schools what the thinking is behind their curriculum plan for the school – their **intent**. It then examines how they **implement** it – including a context and narrative for its implementation in the school. And then it examines the **impact** of their curriculum on pupils. An agreed syllabus needs to be able to support schools in all three. It needs to have a good rationale for its structure; it needs to be operable in diverse school settings; it needs to show schools how they can see what impact the syllabus is having on pupil achievement.

One key issue that arises from this is the need to show progression in terms of knowledge and understanding at different phases – across a single year, across a phase and across the whole school. For example, recent Ofsted reports emphasise the importance of teachers being able to articulate and justify the choices they have made for what content they study, when and why e.g.

# Appendix 1

*Leaders need to make sure that all subject plans provide the opportunity for pupils to apply and deepen their knowledge.*

Without this support, schools face strong criticism: e.g.

*The way in which a series of lessons is planned in geography, religious education, music and art does not help pupils to build on what they already know and can do.*

A syllabus also needs to have coherence across primary and secondary schools, so that pupils can build on prior learning. This is essential for pupils to be able to embed learning so that they can recall what they have learnt. The Ofsted Framework defines learning:

*Learning happens when there is a change in long-term memory. If there is no change in long-term memory, learning has not taken place.*

It is no longer adequate for pupils to have a selection of single encounters with RE content – a single unit on one theme, or one religion, and then not to be revisited. However interesting and engaging these units might be, pupils are unlikely to be able to recall what they have learnt. A syllabus needs to enable schools to plan coherently to ensure that pupils encounter content (in the form of core concepts, for example) a number of times, through primary and secondary schools.

## **Commission on RE National Report 2018**

Since the development of the syllabus model A (2015), the model used by Thurrock, the RE Council has published the result of a two-year commission into RE. Among its recommendations are:

- A change of name for the subject, from *Religious Education* to *Religion and Worldviews*
- The removal of the responsibility for SACREs to produce a local agreed syllabus
- Instead, to have a national statement of entitlement and national example programme of study, upon which Local Advisory Networks for Religion and Worldviews (the body replacing the reconstituted SACRE) can base local guidance and support.

The Report has had a positive response from the RE community, in general, although there remain some strong differences of opinion. Its impact on the role of SACREs is limited as yet. The Department for Education gave a lukewarm response to it, and indicated that there would be no time or inclination for any legal change for the foreseeable future. This means that SACREs retain the requirement to set up an Agreed Syllabus Conference and decide upon development of an agreed syllabus.

The RE Council is seeing this as part of a long process, however, and even though there is not any immediate structural change, the Report is having an impact on how people think about the content and purpose of RE, and may well end up having an impact on the structures of RE too. Schools are now taking notice of this and are beginning to adapt the RE that they teach.

## **Implications for SACREs**

# Appendix 1

It would be wise to consider the impact of the description of our subject as outlined in the Commission Report. Whether or not we wish to embrace the name change, there may be some adjustments (at least) that we could make to RE. On the other hand, the national conversation being held among RE professionals may not reach quickly down to the classroom. It is part of SACRE's role to mediate this impact, as it sees fit.

## Decisions to take:

- There is the opportunity to make some amendments to the current model, and SACRE should consider the options below.
- There are funding implications for each of the options. It is better that these do not drive the decisions – better to decide what is the best option for the teachers and then pursue the funding!

## The options for SACRE include:

- a) **SACRE renews the licence with RE Today, which includes a supplement to insert into the 2016-2021 folder, delivered electronically.** This supplement includes updates on, for example, the Commission Report, tighter requirements at KS4 and 5, assessment, OFSTED, EYFS and some additional guidance. This relicensing would include a 'relaunch' conference, to support teachers with ideas and resources.
- b) **SACRE could adopt RE Today's more recent Syllabus Model B.** This syllabus shares some DNA with the current Thurrock syllabus, but offers a more systematic approach, incorporating questions from the Understanding Christianity resource being used in many schools, and a revised assessment model.
- c) **SACRE could commission a bespoke new syllabus from RE Today.** This could reflect the Commission on RE national report recommendations closely, exemplifying its new direction for Religion and Worldviews.

## Option A

### Renew licence with RE Today syllabus (model A) plus supplement

The Thurrock syllabus was written by RE Today. It has been adopted by over 15 other local authorities, with very positive feedback as to its effectiveness.

This syllabus provides the minimum for a SACRE / LA to fulfil its legal requirement.

- The licence renewal would include a slight update to the 2016 syllabus – including new dates, a few corrections and potentially an updated Foreword.
- It would also include a **supplement**. This would be produced electronically, so that it can be sent around to all schools together with the updated syllabus.

## The supplement would include, for example:

### Syllabus Model A+

*This updates Model A, including:*

- Updated EYFS outcomes, in line with 2020 EYFS Profile
- Guidance on curriculum design
- Guidance on idea of worldviews (in line with CoRE - institutional/personal)
- Additional questions:

# Appendix 1

- o L2.5a How do people from religious and non-religious communities celebrate key festivals? (multidisciplinary approach)
- o L2.10 How do family life and festivals show what matters to Jewish people?
- o U2.9 What can be done to reduce racism? Can religion help?
- o U2.10 Green religion? How and why should religious communities do more to care for the Earth?
- o 3 systematic units for KS3: Islam, Sikhi, Buddhism
- Expanded SEND guidance
- Revised and rewritten guidance on assessment
- Local demographic information

## *Appendices on:*

- cultural capital
- creating a coherent curriculum
- types of knowledge (in line with Ofsted Subject Review - substantive knowledge, ways of knowing, personal knowledge)
- introduction to knowledge organisers
- keywords and core concepts
- descriptions of achievement for pupils with SEND working below national curriculum outcomes
- planning RE in special school settings

## *Online support including:*

- Knowledge organisers
- Sample long-term plans
- Guidance on religious and non-religious worldviews (religions guide, do's and don'ts etc)

## **Advantages:**

- All schools receive an updated digital copy of the 120+ page document, in full colour, plus the supplement
- Supplement offers useful updates and additional guidance, to enhance and promote good learning in RE.
- No difficulty with it being ready for summer 2021, depending on when SACRE make a decision, SACRE will need to re-launch conferences for the update. RE Today would run these conferences.
- There is scope for some additional unit questions to extend options for teachers
- Support materials schools have purchased already continue to be relevant
- On-going support from RE Today with potential upgrades within the 5-year review period if necessary
- Note that the units of work for the 2016 syllabus are still available for schools to purchase, if they missed out first time around.
- Feedback from local authorities using this syllabus has been very positive.

## **Disadvantages:**

- Little involvement from local teachers or SACRE on the content and style.



# Appendix 1

- Local RE is less prominent (though Thurrock can insert additional appendices if desired)
- If the Commission Report recommendations are put into action, the syllabus will not reflect its fullest extent.

## Details and likely costs

Syllabus licence renewal includes cost of update and supplement

## Option B

### Adopt RE Today's more recent syllabus model B

In 2017, RE Today developed a new syllabus model. It has some questions that are very similar to the Thurrock syllabus, but its approach is different.

Features:

- The syllabus follows a more systematic approach to the study of religions, in contrast to the more thematic approach of Thurrock. This means that most questions address one religion at a time. For example, in each year a class will generally study two religions separately before addressing a thematic question in the summer term, allowing them to build on their learning through the year.
- The syllabus follows a coherent teaching and learning approach, with clear assessment outcomes for each unit and each phase.
- The syllabus contains additional guidance on religions and worldviews, and is accompanied by a selection of units of work that can be purchased by SACRE for its schools, or by schools themselves.
- This syllabus incorporates key questions from the Understanding Christianity resource that is currently in use in many Church of England and community schools.

This syllabus would include some of the key updates from Option A.

### Advantages:

- The systematic approach is more in sympathy with a knowledge-rich curriculum, and its spiral curriculum reflects the contemporary emphasis on embedding pupils' knowledge and understanding in their long-term memory. This idea of curriculum coherence ties in well with new Ofsted emphases.
- This syllabus is a substantial move forward for RE for pupils and for teachers.
- Many schools using Understanding Christianity would be delivering the agreed syllabus as they use it; and schools who have not discovered Understanding Christianity would benefit from the structural coherence of the study of Christianity in the syllabus.
- RE Today have received trust funding which means that community schools can attend 3 part training on the Understanding Christianity resource at an amazingly low cost and community schools attending this training will have the resource at no cost to them.
- The syllabus includes additional scope for the examination of non-religious worldviews, in line with the Commission Report 2018.
- Syllabus is ready for summer 2021 launches.
- On-going support from RE Today with potential upgrades within the 5-year review period if necessary.

# Appendix 1

- Feedback from local authorities using this syllabus has been very positive.

## **Disadvantages:**

- A substantial change of syllabus may not be welcomed by schools, who are just getting used to the current one, even though the syllabus Model B has been greeted very positively by schools in other LAs.

## **Option C: Bespoke review**

SACRE could fulfil statutory duties by requiring a local review of the agreed syllabus.

This would involve a process something like this:

- an Agreed Syllabus Conference (ASC) set up, over-seeing the review;
- a survey of teachers;
- initial drafts by the adviser / a consultant;
- teacher working groups to feed into the process of reviewing the drafts;
- re-writing by adviser;
- approval from ASC, SACRE and the Local Authority;
- design and production of text and/or online version.

This would need to be launched with either a schools conference day or a series of hub CPD sessions, to provide training and resources to enable teachers to implement the syllabus in their schools. A syllabus with strong implementation training plus support will be far more effective than one with no training.

The production of support materials can extend the value of the revised syllabus. A good syllabus can provide the drive, coherence and context for RE, with sample or full units of work exemplifying the syllabus. They are not an alternative to the statutory syllabus but can enhance teaching and learning by providing teachers with additional suggestions and guidance.

The key reason to consider this would be if SACRE believes that it should create a syllabus that reflects the description of the subject of Religion and Worldviews from the 2018 Commission Report.

## **Relevant recent examples:**

RE Today Services have had recent involvement with SACREs and Local Authorities in, for example, Sandwell, Bedford, Bedfordshire and Luton, and Gloucestershire, who have used RE Today to develop a bespoke syllabus. No one else has yet written a syllabus based on the 2018 Commission Report, so this would be ground-breaking.

## **Advantages:**

- Involvement of local teachers strengthens the commitment to the syllabus, maybe resulting in greater buy-in for the revised syllabus
- The process is a form of professional development for those involved, who can then support local schools in the implementation process.
- The syllabus can reflect the local area closely.
- The syllabus could set the standard for post-Commission syllabuses, with national impact

# Appendix 1

## Disadvantages:

- Costs are considerably greater than options a-b.
- Duplication of work with other local SACREs.

## Likely costs must include:

- Establishing, managing and supporting the review process,
- Running teacher consultations, including supply cover for teacher working party
- Setting the parameters for writing review materials, and developing local applications of national materials; writing time, drafting and redrafting services
- Production supervision
- Supply cover
- Production costs: editorial, design, print.

**Likely costs:** In our experience, bespoke syllabus writing can cost between £20-30,000

## Potential timeline

<b>Summer Term 2021</b>	Agreed Syllabus Conference convened to begin the process of reviewing the syllabus SACRE survey of primary, secondary and SEND teachers
<b>Autumn term 2021</b>	Survey results analysed Principles agreed Draft of SACRE generated pages presented to SACRE; amended after comments Agreed Syllabus Conference comment on draft pages Agreed Syllabus Conference approve and recommend to Thurrock Council Thurrock Council approval sought
<b>May/June 2021</b>	Design and production process
<b>Late June/ Early July 2021</b>	Agreed Syllabus launch conferences, primary and secondary Local group support
<b>September 2021 onwards</b>	Agreed syllabus implemented in schools On-going local group support

## Licence

**Total costs £8,279**

### Summary - Total costs for renewing Model A + syllabus:

	<b>Cost</b>
Syllabus licences 51 @ £65=3315+vat £663	£3,978
Schemes of work – primary/special 39 @ £47	£1,833

## Appendix 1

Schemes of work – secondary12@39	£468
Syllabus training delivery	£2,000
<b>Totals</b>	<b>£8,279</b>

The licence includes:

- **Permission for each school to use the syllabus** – including photocopying within school for classroom use
- The syllabus will be **provided to schools as a PDF, via a password protected area** of the RE Today website. The syllabus cannot be made available for public access – this is a breach of the licence conditions. It is the responsibility of the SACRE to ensure all licences schools are compliant.
- **Licences are per school**, not bundled per academy chain, for example
- A **hard copy** of the syllabus will be provided for each school if you choose to adopt model B
- A **hard copy** of the supplement will be provided for each school if you relicence model A
- A **summary document will be supplied as a PDF** to the SACRE/LA to host as a publicly available document on their website
- Licence also includes **essential updates from RE Today** during the five-year licence period. These will be available electronically, not in print.
- The syllabus remains the copyright of RE Today.

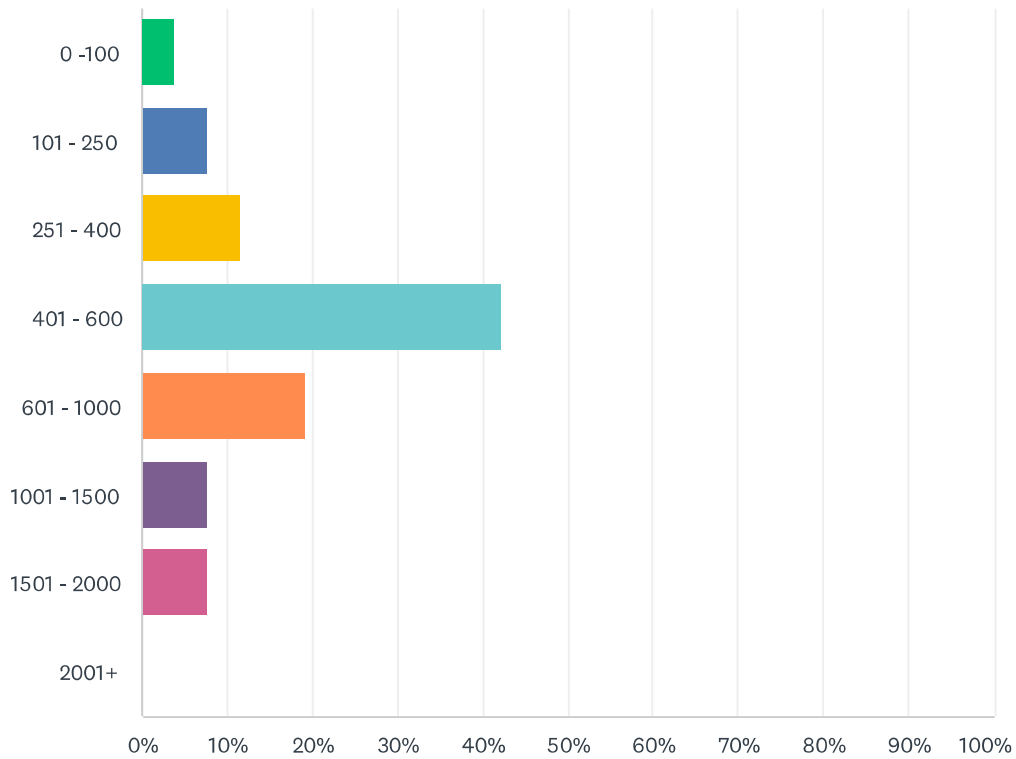
## Q2 Name of school

Answered: 26 Skipped: 0

#	RESPONSES	DATE
1	Graham James Primary Academy	12/9/2021 12:30 PM
2	Graham James Primary Academy	12/9/2021 11:52 AM
3	Ortu Corringham Primary School	12/8/2021 5:36 PM
4	Tilbury Pioneer Academy	12/8/2021 5:04 PM
5	Aveley Primary	12/8/2021 4:16 PM
6	Beacon Hill	12/8/2021 3:27 PM
7	Chadwell St Mary	12/8/2021 3:06 PM
8	Shaw primary	12/8/2021 2:51 PM
9	Tudor Court Primary School	12/8/2021 1:46 PM
10	Bonnygate	12/8/2021 1:40 PM
11	Giffards Primary School	12/8/2021 1:36 PM
12	Harris Primary Academy Mayflower	10/15/2021 7:30 PM
13	Quarry Hill Academy	10/12/2021 2:26 PM
14	Treetops School	10/11/2021 8:46 PM
15	Arthur Bugler Primary school	10/11/2021 8:15 PM
16	Benyon Primary School	10/11/2021 5:30 PM
17	Horndon Primary school	10/11/2021 3:05 PM
18	St Cleres	10/11/2021 2:34 PM
19	The Hathaway Academy	10/11/2021 1:43 PM
20	Belmont Castle Academy	10/11/2021 12:36 PM
21	Purfleet primary Academy	10/11/2021 11:41 AM
22	Harris Academy Ockendon	10/10/2021 1:04 PM
23	Dilkes Academy	10/8/2021 4:05 PM
24	Thameside Primary School	10/8/2021 3:57 PM
25	Gable Hall	10/8/2021 3:33 PM
26	Woodside Academy	10/8/2021 3:05 PM

## Q3 Number on roll

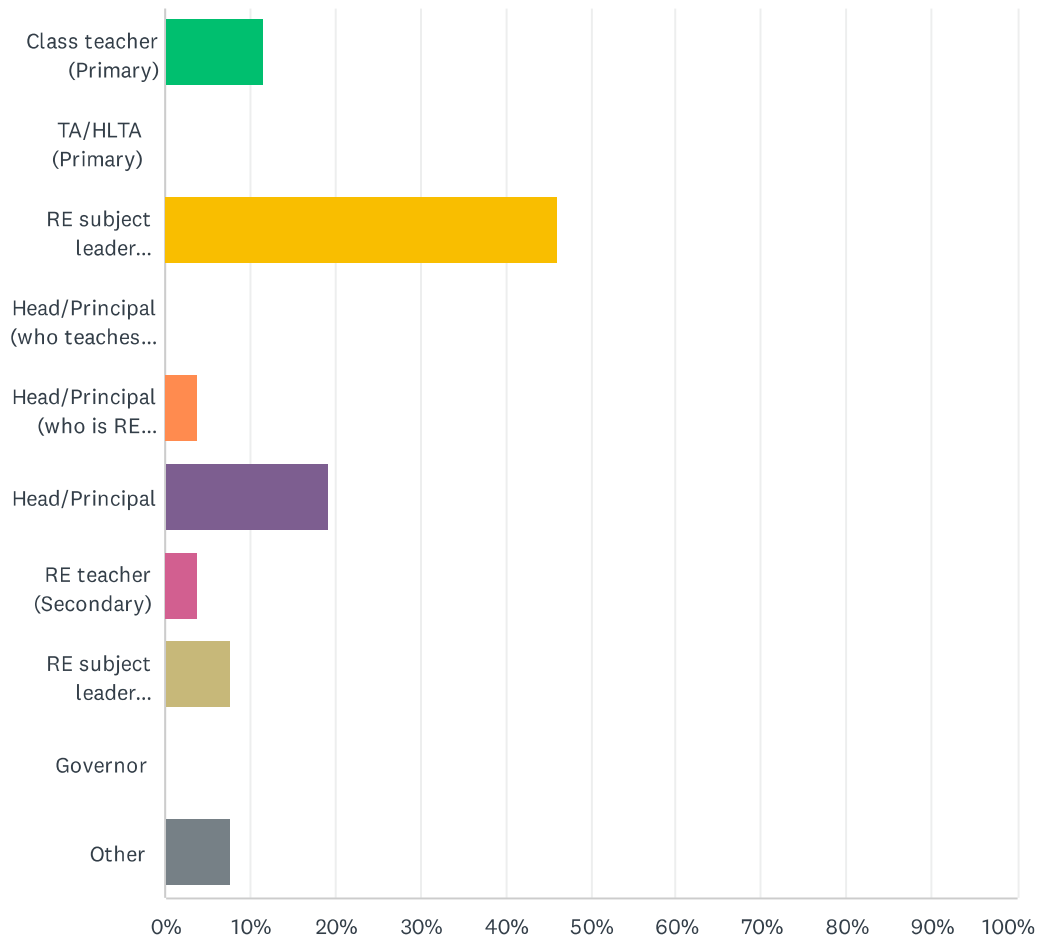
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES
0 - 100	3.85% 1
101 - 250	7.69% 2
251 - 400	11.54% 3
401 - 600	42.31% 11
601 - 1000	19.23% 5
1001 - 1500	7.69% 2
1501 - 2000	7.69% 2
2001+	0.00% 0
<b>TOTAL</b>	<b>26</b>

## Q5 What is your position with regard to teaching RE?

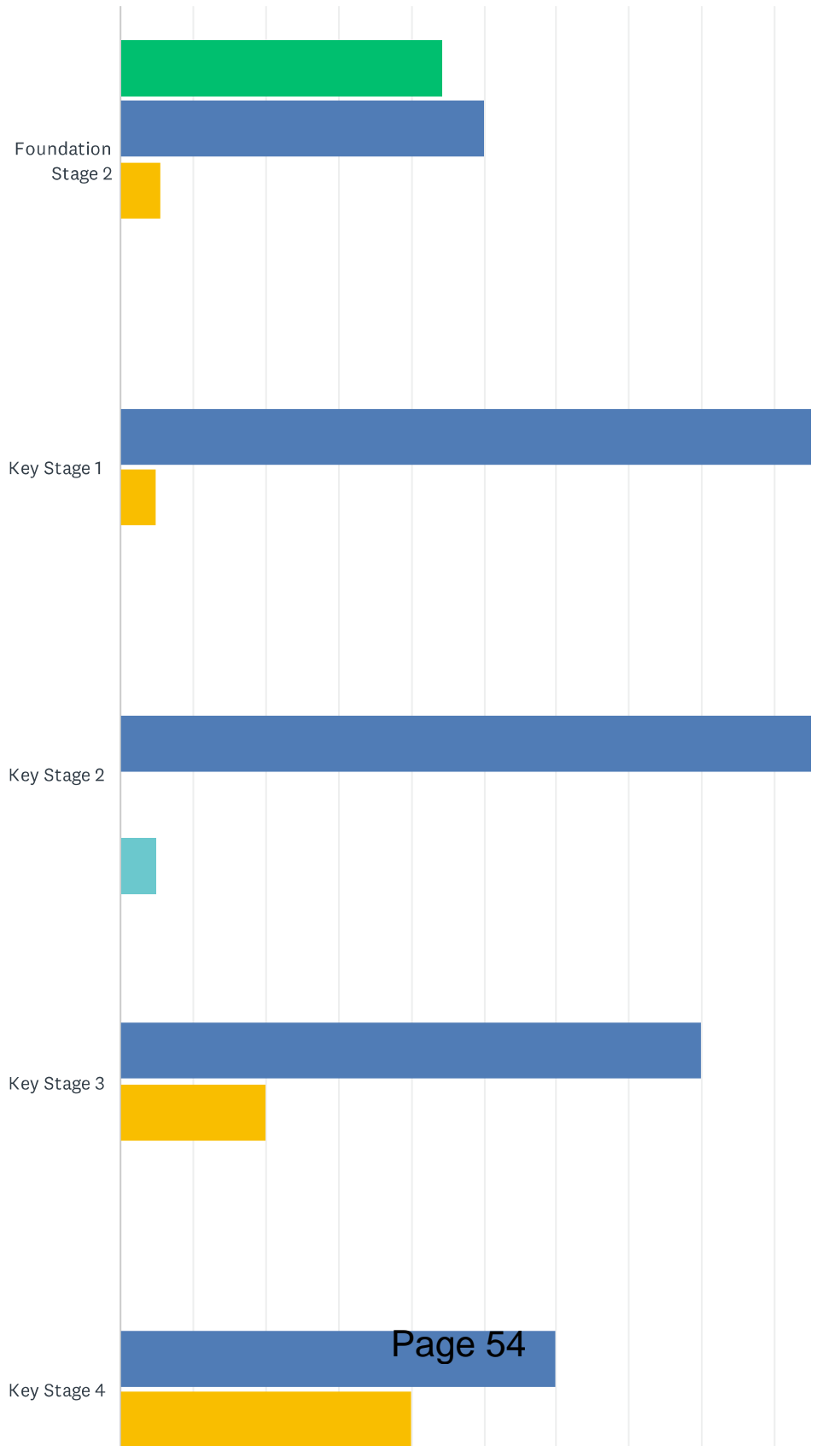
Answered: 26 Skipped: 0



ANSWER CHOICES	RESPONSES	
Class teacher (Primary)	11.54%	3
TA/HLTA (Primary)	0.00%	0
RE subject leader (Primary)	46.15%	12
Head/Principal (who teaches RE)	0.00%	0
Head/Principal (who is RE subject leader)	3.85%	1
Head/Principal	19.23%	5
RE teacher (Secondary)	3.85%	1
RE subject leader (Secondary)	7.69%	2
Governor	0.00%	0
Other	7.69%	2
<b>TOTAL</b>		<b>26</b>

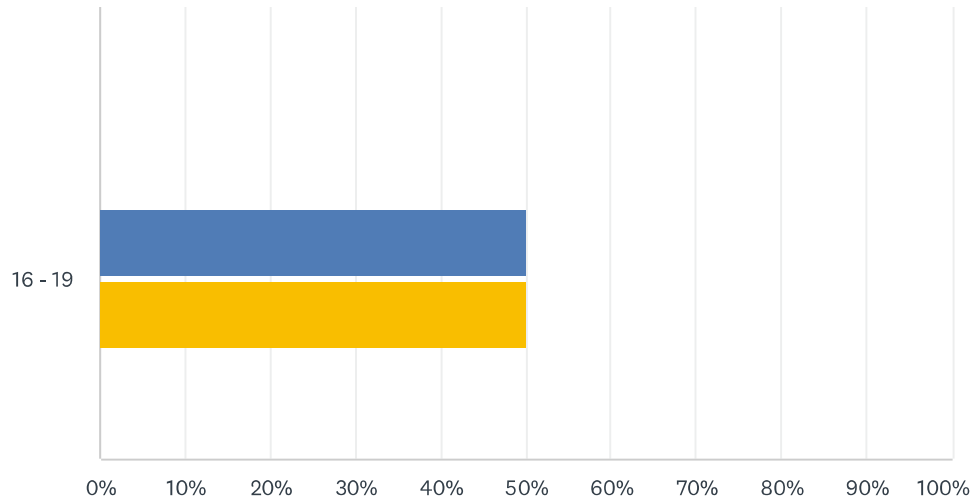
# Q6 How much curriculum time is allocated to teaching RE per week, on average, in your school? Please answer about all the key stages in your school.

Answered: 25 Skipped: 1





# Thurrock AS Review 2021



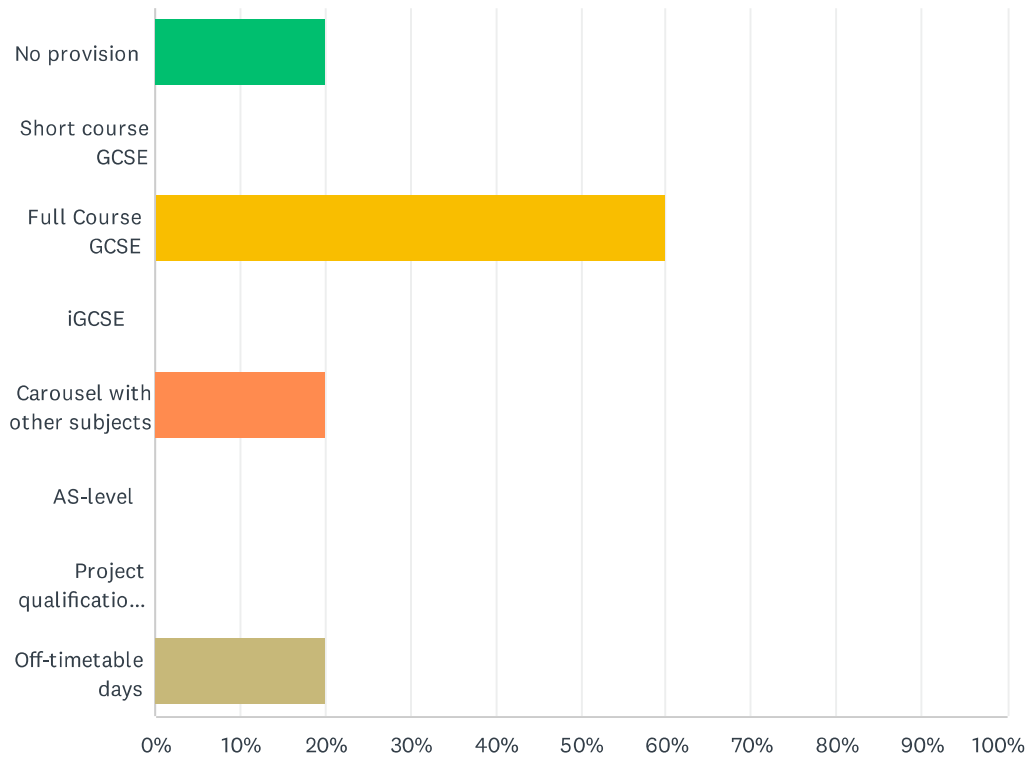
■ less than 3... 
 ■ 30 - 60 mins 
 ■ 60 - 90 mins 
 ■ more than ...

	LESS THAN 30 MINS	30 - 60 MINS	60 - 90 MINS	MORE THAN 90 MINS	TOTAL
Foundation Stage 2	44.44% 8	50.00% 9	5.56% 1	0.00% 0	18
Key Stage 1	0.00% 0	95.00% 19	5.00% 1	0.00% 0	20
Key Stage 2	0.00% 0	95.00% 19	0.00% 0	5.00% 1	20
Key Stage 3	0.00% 0	80.00% 4	20.00% 1	0.00% 0	5
Key Stage 4	0.00% 0	60.00% 3	40.00% 2	0.00% 0	5
16 - 19	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2

#	OTHER (PLEASE SPECIFY)	DATE
1	our curriculum is non subject based and person centred so there are no time allocations to individual subjects	12/8/2021 3:27 PM
2	Each class has 50mins to deliver RE lesson per week.	10/12/2021 2:29 PM
3	74 min a fortnight	10/8/2021 3:33 PM

## Q7 If you are secondary, please say more about how RE is delivered at KS4.

Answered: 5 Skipped: 21

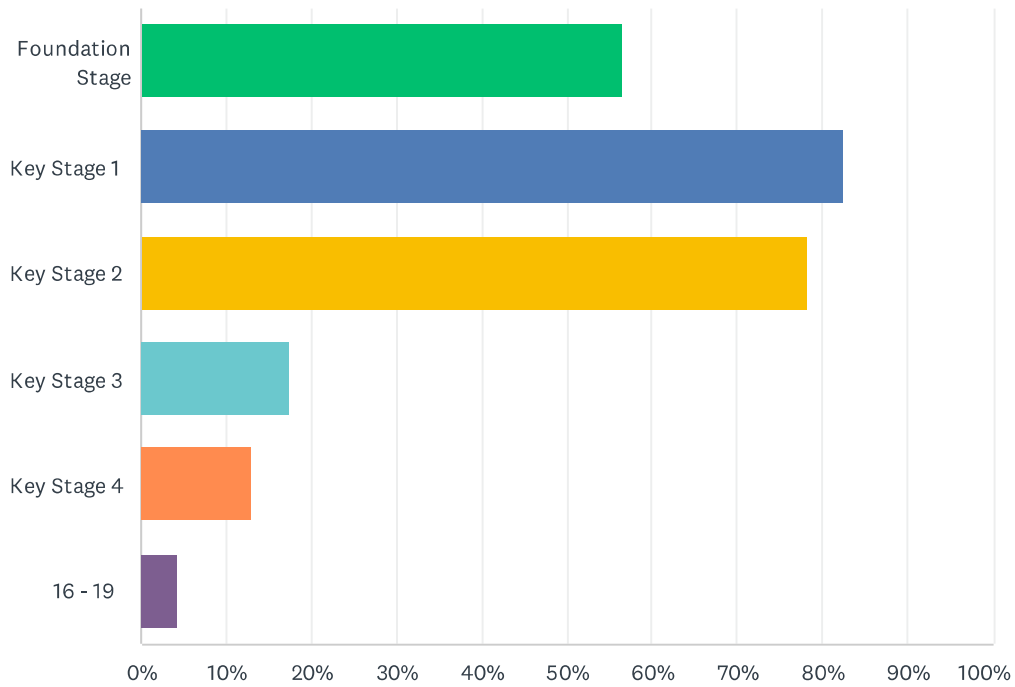


ANSWER CHOICES	RESPONSES
No provision	20.00% 1
Short course GCSE	0.00% 0
Full Course GCSE	60.00% 3
iGCSE	0.00% 0
Carousel with other subjects	20.00% 1
AS-level	0.00% 0
Project qualifications (HPQ/EPQ)	0.00% 0
Off-timetable days	20.00% 1
Total Respondents: 5	

#	OTHER/ADDITIONAL COMMENTS	DATE
1	Projects like Christmas giving tree, helping homeless charities/ food Bank etc organised with local religious groups (Church/ Gurdwara etc).	10/11/2021 8:48 PM
2	Option course plus 30 minutes form time delivery twice weekly	10/11/2021 2:35 PM
3	As an option	10/11/2021 1:43 PM

## Q8 To which key stages do your comments relate?

Answered: 23 Skipped: 3

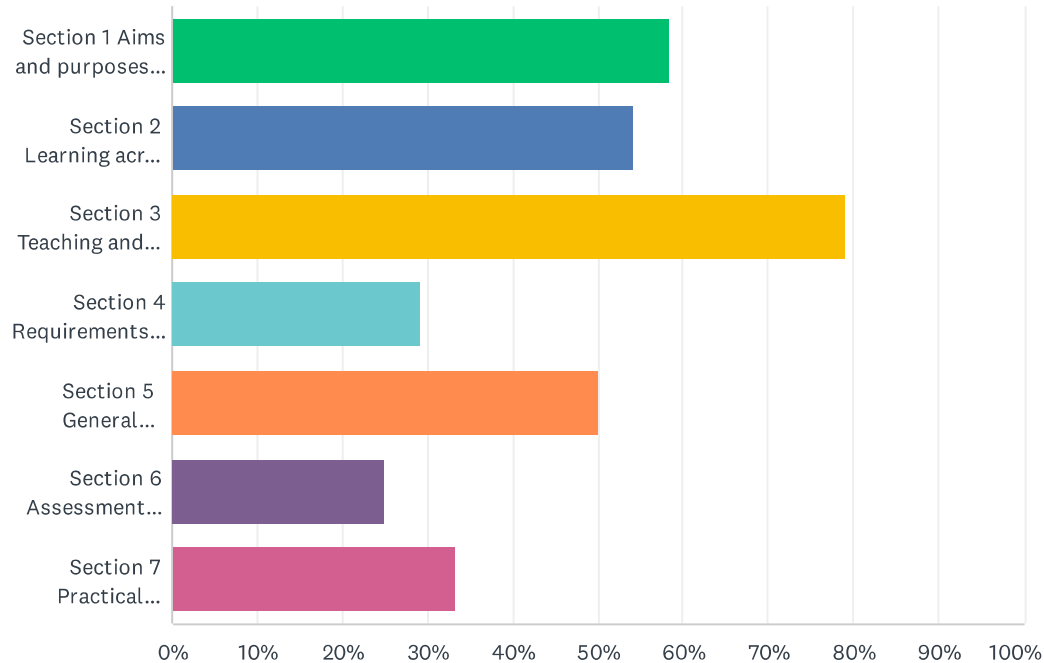


ANSWER CHOICES	RESPONSES
Foundation Stage	56.52% 13
Key Stage 1	82.61% 19
Key Stage 2	78.26% 18
Key Stage 3	17.39% 4
Key Stage 4	13.04% 3
16 - 19	4.35% 1
Total Respondents: 23	

#	OTHER (PLEASE SPECIFY)	DATE
1	We teach across all key stages as SEN school.	10/11/2021 8:52 PM

## Q9 What aspects of the current agreed syllabus do you find most helpful?

Answered: 24 Skipped: 2



ANSWER CHOICES	RESPONSES
Section 1 Aims and purposes of RE (pages 6-14)	58.33% 14
Section 2 Learning across the curriculum (pages 15-20)	54.17% 13
Section 3 Teaching and learning (pages 24-31)	79.17% 19
Section 4 Requirements for EYFS - post-16 (pages 35-54)	29.17% 7
Section 5 General teaching requirements (pages 55-61)	50.00% 12
Section 6 Assessment (pages 62-74)	25.00% 6
Section 7 Practical Guidance	33.33% 8
Total Respondents: 24	

#	OTHER (PLEASE SPECIFY)	DATE
1	We have utilised and adapted the entire syllabus to accommodate our mixed age classes and range of learners needs.	10/11/2021 8:52 PM

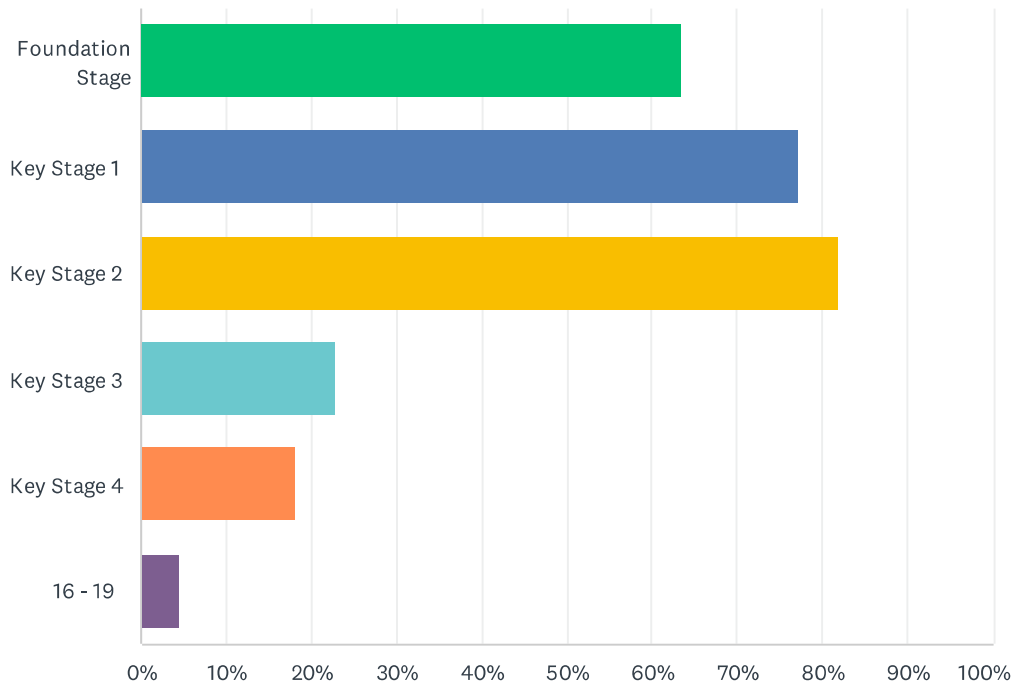
## Q10 Please add any further comments about the usefulness of the current Agreed Syllabus.

Answered: 5 Skipped: 21

#	RESPONSES	DATE
1	I am the new lead and at present I have a limited understanding.	12/8/2021 5:38 PM
2	The current syllabus recognises the diverse cultures in our school community. It enlightens our learners about the different believes and opinions held by people and promote respect for others.	10/12/2021 2:38 PM
3	Respect for others is key to the syllabus and ensuring children develop their own beliefs- we have used thus as the key basis to our adapted curriculum.	10/11/2021 8:52 PM
4	It is fine but the religions need to relate to the celebrations and it should be stipulated that no written task should be done and if they are the should be minimal. Evidence can be collected on other ways. Some units are not as clear as other units.	10/11/2021 5:36 PM
5	I like the different ways of approaching some of the topics and find these useful as a basis for formatting new Schemes of work	10/11/2021 2:37 PM

## Q11 To which key stages do your comments relate?

Answered: 22 Skipped: 4

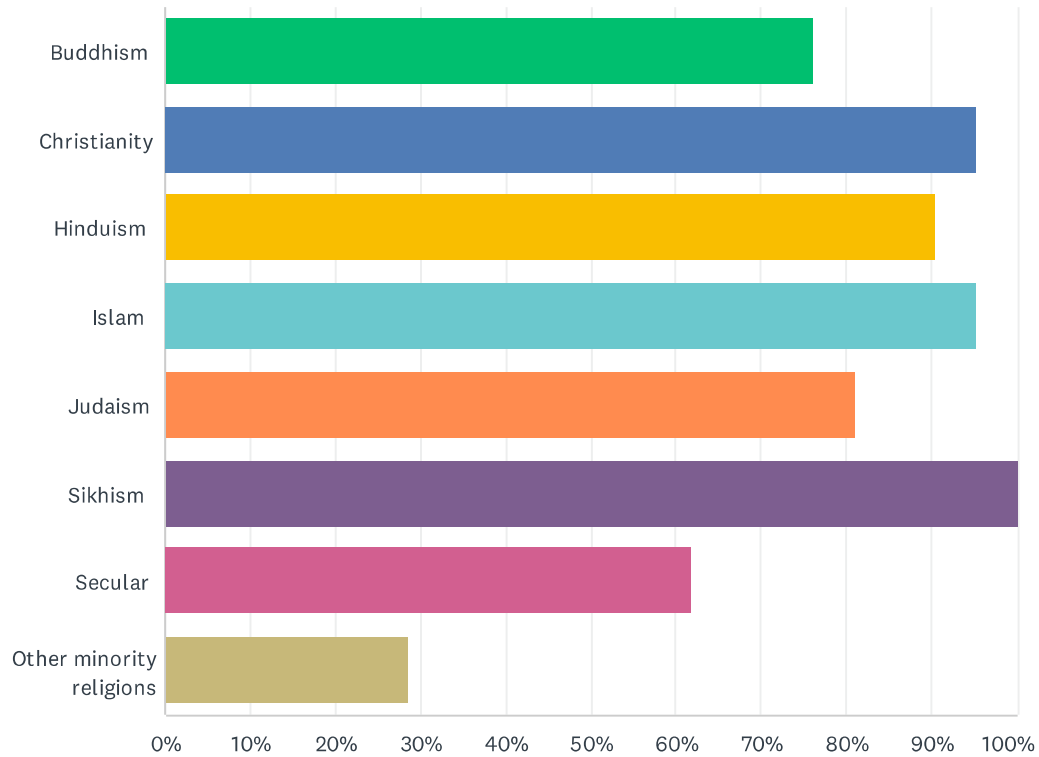


ANSWER CHOICES	RESPONSES
Foundation Stage	63.64% 14
Key Stage 1	77.27% 17
Key Stage 2	81.82% 18
Key Stage 3	22.73% 5
Key Stage 4	18.18% 4
16 - 19	4.55% 1
Total Respondents: 22	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

## Q12 RE for all: The new syllabus will balance the needs for breadth and depth in the religions to be taught. Which do you think should be included in your key stage(s)?

Answered: 21 Skipped: 5



ANSWER CHOICES	RESPONSES
Buddhism	76.19% 16
Christianity	95.24% 20
Hinduism	90.48% 19
Islam	95.24% 20
Judaism	80.95% 17
Sikhism	100.00% 21
Secular	61.90% 13
Other minority religions	28.57% 6
Total Respondents: 21	

#	OTHER (PLEASE SPECIFY)	DATE
1	Atheism	10/11/2021 8:59 PM
2	all of above	10/11/2021 8:16 PM

## Q13 Please comment on any changes you would like to see in the new syllabus. What would be most helpful to support RE teaching in your school?

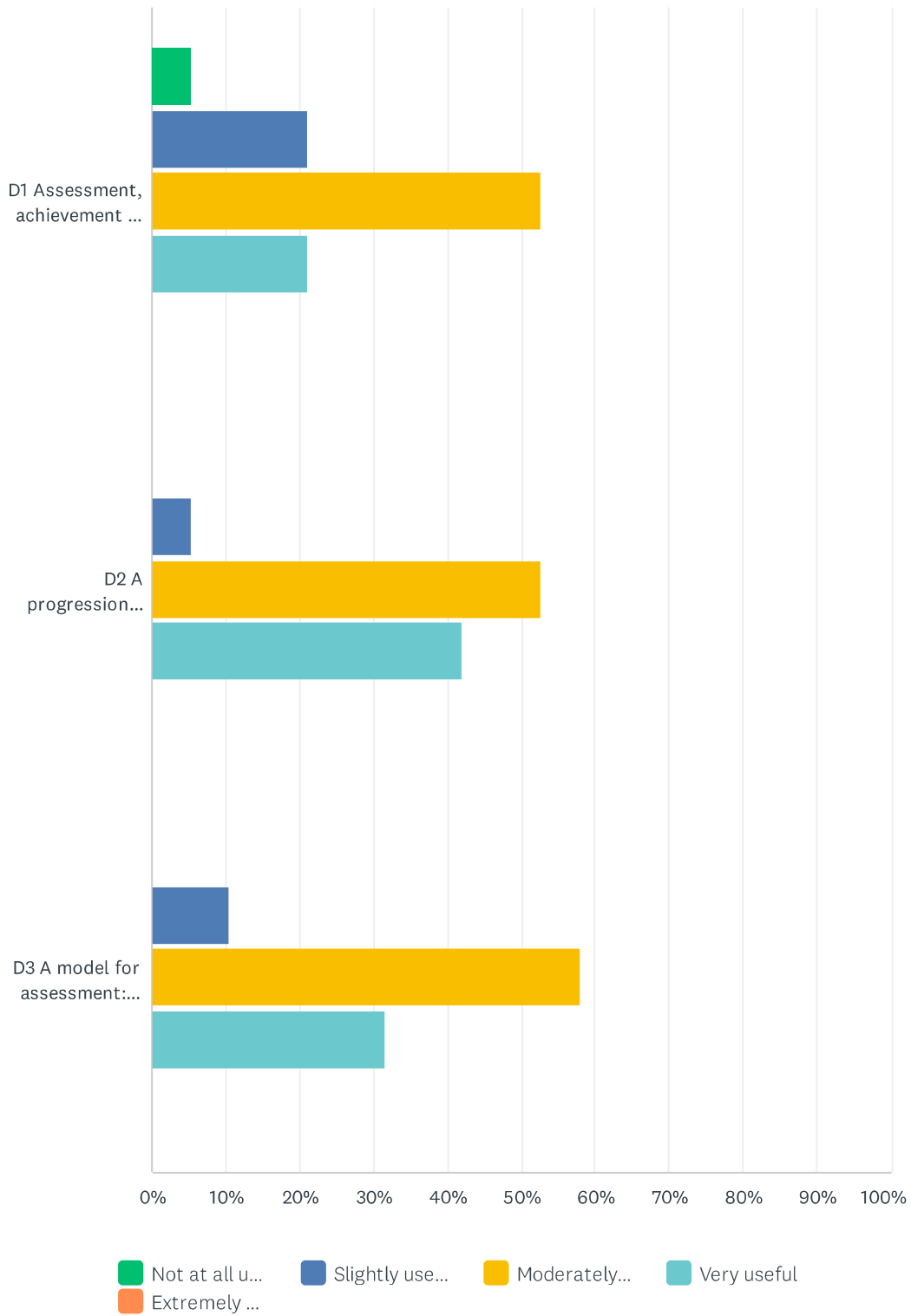
Answered: 13 Skipped: 13

#	RESPONSES	DATE
1	Accessible online links - many current links require additional subscriptions. Possible contacts to invite guests to discuss their faiths.	12/9/2021 2:02 PM
2	More structured approach regarding a religion each year, recapping on previous years. Long term plan - end of year 6, good knowledge of all religions.	12/9/2021 12:33 PM
3	More interactive lessons similar to NNC computing	12/8/2021 1:43 PM
4	Links to websites/online resources Greater clarity around assessment and expectations for each Key Stage	12/8/2021 1:40 PM
5	I think RE teaching should be in a way where teachers are not just transmitting knowledge but enable learners to be active, thoughtful and reflective in how they handle questions about different beliefs. The current syllabus does this but more child led approach will engage children more.	10/12/2021 9:13 PM
6	Ks4- alternative to GCSE as our students are unable to access that level we would welcome more structure. Less abstract- spiritualism for example is very difficult for our students to begin to grasp.	10/11/2021 8:59 PM
7	More clear on the objectives and to relate to celebration, no written work, the children do not like this. It should be discussion bases, drama, posters and making things.	10/11/2021 5:40 PM
8	Assessment	10/11/2021 3:07 PM
9	Guide for non-specialists	10/11/2021 2:39 PM
10	More video links to varied religious festivals/places of worship	10/11/2021 11:59 AM
11	I would like less on the plans as they are difficult to decipher as there is so much to cover in one lesson	10/8/2021 3:59 PM
12	<a href="https://drive.google.com/file/d/19Abulwlu7NK1uxQx0VxREaYLR6RoNt38/view?usp=sharing">https://drive.google.com/file/d/19Abulwlu7NK1uxQx0VxREaYLR6RoNt38/view?usp=sharing</a>	10/8/2021 3:35 PM
13	A more simplified plan to help teachers plan the lessons	10/8/2021 3:08 PM



# Q14 How useful do you find sections on assessment in the syllabus?

Answered: 19 Skipped: 7



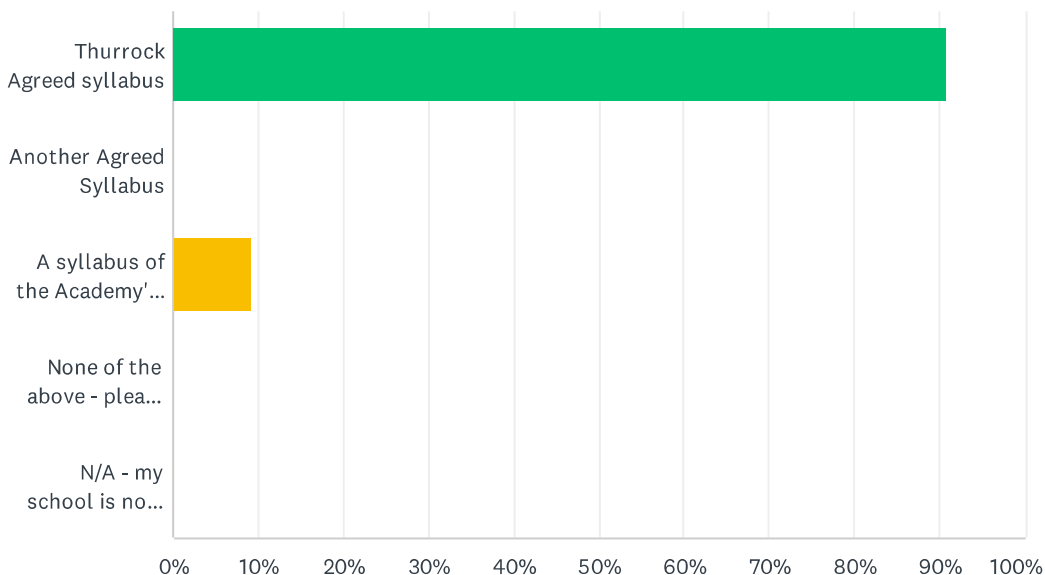
Thurrock AS Review 2021

	NOT AT ALL USEFUL	SLIGHTLY USEFUL	MODERATELY USEFUL	VERY USEFUL	EXTREMELY USEFUL	TOTAL
D1 Assessment, achievement and attainment (starts on page 94)	5.26% 1	21.05% 4	52.63% 10	21.05% 4	0.00% 0	19
D2 A progression overview for 5-14s: outcomes page (starts on page 96)	0.00% 0	5.26% 1	52.63% 10	42.11% 8	0.00% 0	19
D3 A model for assessment: progress steps in RE for 5–14s (starts on page 97)	0.00% 0	10.53% 2	57.89% 11	31.58% 6	0.00% 0	19

#	PLEASE GIVE ADDITIONAL COMMENTS TO EXPLAIN YOUR RATINGS:	DATE
1	I am the new lead and at present I have a limited understanding.	12/9/2021 2:02 PM
2	We have created a steps/ pathways approach across the strands. This is more supportive in target setting and assessment.	10/11/2021 8:59 PM
3	There are some sections that are not as clear cut.	10/11/2021 5:40 PM

**Q15 The Thurrock Agreed Syllabus is statutory in LA Community Schools. When we speak about the Agreed Syllabus we mean the document found here and not the Thurrock schemes of work or any other commercial scheme of work or programme. Academies and Free Schools must teach RE to all children on the school roll and must choose to follow one of the options below. If your school is an ACADEMY, which option have you chosen?**

Answered: 22 Skipped: 4



ANSWER CHOICES	RESPONSES
Thurrock Agreed syllabus	90.91% 20
Another Agreed Syllabus	0.00% 0
A syllabus of the Academy's own design that meets the same legal requirement as are expected in a local Agreed Syllabus	9.09% 2
None of the above - please give more detail in the comment box provided	0.00% 0
N/A - my school is not an Academy	0.00% 0
<b>TOTAL</b>	<b>22</b>

#	PLEASE EXPLAIN THE REASONS FOR YOUR ACADEMY'S CHOICE	DATE
1	A long term approach covering all religions.	12/9/2021 12:33 PM
2	Training and support were provided.	10/11/2021 8:59 PM
3	CEO's choice.	10/11/2021 5:40 PM
4	Plus other topics that feed into prior and future learning. This is essential as many children come to secondary with little or no prior knowledge.	10/11/2021 2:39 PM
5	With links to the AQA GCSE specification as part of the Scheme of Work. They are intertwined.	10/11/2021 1:45 PM

## Q16 What RE qualifications, experience and training do staff teaching RE at your school possess? Please describe briefly.

Answered: 17 Skipped: 9

#	RESPONSES	DATE
1	Teachers are experienced in teaching RE, but few have received RE training.	12/8/2021 5:06 PM
2	All staff teach RE. HoS has RE as part of her degree.	12/8/2021 4:19 PM
3	QTS	12/8/2021 2:54 PM
4	None	12/8/2021 1:49 PM
5	No training given only what I have taught myself by online learning	12/8/2021 1:44 PM
6	No specific RE qualifications, staff raise any issues or queries with the subject leader or SLT.	12/8/2021 1:40 PM
7	Staff receive regular CPD.	10/12/2021 9:17 PM
8	Most staff are Primary trained and follow our scheme of work and resources that I have adapted from the Thurrock Syllabus to better support our children's needs. Staff training and support provided by myself flowing an annual cycle of staff self evaluation.	10/11/2021 9:01 PM
9	webinar training and courses plus visits from thurrock sacre vicar at Stanford to help us with the curriculum	10/11/2021 8:17 PM
10	QTS	10/11/2021 5:40 PM
11	Head of RE has 16 years teaching experience and O level RS, plus experience of teaching in church and from religious instruction in the Christian faith	10/11/2021 2:41 PM
12	RE assessment only teacher and is an AQA examiner.	10/11/2021 1:46 PM
13	Annual CPD whole staff training	10/11/2021 12:39 PM
14	CPD Adaptive practice to provide for all learners Vocabulary progression Effective planning and teaching of RE using the Thurrock Agreed Syllabus	10/11/2021 12:11 PM
15	NATRE training for RE lead INSET training for staff run by RE lead	10/8/2021 4:14 PM
16	Experience through teaching, but more training is needed	10/8/2021 4:00 PM
17	None	10/8/2021 3:35 PM

## Q17 Your comments:

Answered: 20 Skipped: 6

#	RESPONSES	DATE
1	Class Teachers. Discrete subject	12/9/2021 12:33 PM
2	Class teachers and cover supervisors teach RE. We strive for a balance across the academic year to ensure pupils receive teaching from the class teacher alongside cover supervisors. RE is taught as a discrete subject.	12/8/2021 5:07 PM
3	All teachers. Occasionally HLTA Discrete but links are made where appropriate.	12/8/2021 4:20 PM
4	Mix of HLTAs and teachers	12/8/2021 2:55 PM
5	Taught by class teachers	12/8/2021 1:50 PM
6	Class teachers - follow the syllabus and create lesson plans	12/8/2021 1:44 PM
7	In all but year group, RE is taught by class teacher.	12/8/2021 1:42 PM
8	RE is taught mostly by class teachers. We use a range of Quarry teaching strategies to make RE lessons more engaging and create opportunities for pupils to lead discussions, ask/ answer questions and share their knowledge and experiences. Art /artifacts are used to inspire and teach children stories, concepts and morals. Written work is not the only form of evidencing and communicating pupils understanding. We use a combination of drama and music in addition to written work. Each class has an RE display board. Also, one of the units of work for each year group includes a visit to a place of worship which enhances pupils' understanding and makes lessons memorable.	10/12/2021 9:52 PM
9	Most staff are responsible for teaching RE to their form classes or those they teach in other classes. We have a Multicultural week every year including an art based cross curricular drop down day. All subjects are linked to a multicultural theme wherever possible to develop skills of respect and personal beliefs. In addition RE is taught once a week as a distinct subject.	10/11/2021 9:04 PM
10	teachers and hltas teach RE. Linked to curriculum maestro as topic based.	10/11/2021 8:18 PM
11	Teachers or cover staff	10/11/2021 5:40 PM
12	Teachers discrete subject	10/11/2021 3:07 PM
13	HOD plus non specialist staff KS3 1 hour lesson per week KS4 - In form twice weekly 2x30 minute sessions No HLTAs teach RE, all teachers of Re are qualified, experienced teachers. Delivery is varied, content is broad and covers both ethical issues and specific religious content	10/11/2021 2:44 PM
14	Key Stage 3 - taught mainly between 3 humanities teachers. KS4 - taught by RE specialist. Detailed lesson plans to go with the Scheme of Work which staff adapt to suit their teaching. Not taught at all by HLTAs A discrete subject	10/11/2021 1:47 PM
15	RE taught by class teacher. Weekly or fortnightly depending on topic area. Linked to global and calendar events.	10/11/2021 12:40 PM
16	RE is taught weekly delivered by class teacher and sometimes HLTAs during some PPA cover.	10/11/2021 12:12 PM
17	Mainly teachers, sometimes the HLTAs. Taught as a discrete subject in KS1 and KS2, themes in EYFS.	10/8/2021 4:15 PM
18	Teachers/HLTAS teach RE and it is not linked to other topics	10/8/2021 4:00 PM
19	RE lesson in ks3 75 mina fortnight.	10/8/2021 3:35 PM
20	Teachers teach RE but hard to link to our school topics so taught as a stand alone lesson	10/8/2021 3:09 PM

**Q18 If you could recommend up to five resources (including venues for visits or visitors) for RE to other colleagues in your SACRE area, which would be your top five?**

Answered: 11 Skipped: 15

#	RESPONSES	DATE
1	Local church, St Michael's.	12/8/2021 4:20 PM
2	Guest speakers PowerPoints	12/8/2021 1:45 PM
3	St. Peter & St. Paul's Church, Grays (for both visits and as visitors in school) The Sikh Temple Grays (for both visits and as visitors in school) Grays Baptist Church Artifacts CPD	10/12/2021 9:52 PM
4	St Margaret's Church in Stanford, Sikh Gurdwara in Grays, True Tube virtual visits, Daydream Education interactive posters, School Staff who are willing to speak to students eg IT manager.	10/11/2021 9:07 PM
5	visitors and personal artefacts would be great	10/11/2021 8:18 PM
6	Natre	10/11/2021 5:41 PM
7	RE today	10/11/2021 3:49 PM
8	Natre website REonline twitter Facbook pages for Re teachers and AQA RE RE Today Gurdwara Grays	10/11/2021 1:50 PM
9	Grays Parish Church - visit Grays Gurdwara - visit	10/11/2021 12:41 PM
10	Gurdwara in Grays NATRE	10/8/2021 4:15 PM
11	RE today website for resources	10/8/2021 3:10 PM