

Thurrock: A place of opportunity, enterprise and excellence, where individuals, communities and businesses flourish

Standing Advisory Council for Religious Education

The meeting will be held at **6.00 pm** on **2 December 2015**

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

Membership:

- Committee A:** Mrs S Lawson, Free Church Christian Member
Mrs Shepherd, Roman Catholic Member
Vacancy, Jewish Member
Miss A Ahmed, Muslim Member
Mr A Rashid, Muslim Member
Mr B Gill, Sikh Member
Vacancy, Hindu Member
Dr O Soleye, Pentecostal Member
Mr P Anderson, Free Church Representative.
- Committee B:** Mr J Graham, Rev. J Guest, Mrs M Taylor and Mr D Bates - Church of England.
- Committee C:** Ms A Jellicoe, Ms H Gillman, Mr P Griffiths and Ms N Fawell - Teachers' Associations.
- Committee D:** Councillors: Yash Gupta, Martin Kerin and Tunde Ojetola - Local Authority.
- Co-opted** Vacancy

Agenda

Open to Public and Press

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1 Apologies for Absence	
2 Minutes	5 - 10

To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 14 October 2015.

3 Items of Urgent Business

To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972.

4 Declarations of Interest

5 Thurrock SACRE - Reviewing the Agreed Syllabus for Religious Education in Thurrock 11 - 20

6 Any Other Business

Queries regarding this Agenda or notification of apologies:

Please contact Kenna-Victoria Martin, Senior Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **26 November 2015**

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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.

Vision: Thurrock: A place of **opportunity**, **enterprise** and **excellence**, where **individuals**, **communities** and **businesses** flourish.

To achieve our vision, we have identified five strategic priorities:

1. Create a great place for learning and opportunity

- Ensure that every place of learning is rated “Good” or better
- Raise levels of aspiration and attainment so that residents can take advantage of local job opportunities
- Support families to give children the best possible start in life

2. Encourage and promote job creation and economic prosperity

- Promote Thurrock and encourage inward investment to enable and sustain growth
- Support business and develop the local skilled workforce they require
- Work with partners to secure improved infrastructure and built environment

3. Build pride, responsibility and respect

- Create welcoming, safe, and resilient communities which value fairness
- Work in partnership with communities to help them take responsibility for shaping their quality of life
- Empower residents through choice and independence to improve their health and well-being

4. Improve health and well-being

- Ensure people stay healthy longer, adding years to life and life to years
- Reduce inequalities in health and well-being and safeguard the most vulnerable people with timely intervention and care accessed closer to home
- Enhance quality of life through improved housing, employment and opportunity

5. Promote and protect our clean and green environment

- Enhance access to Thurrock's river frontage, cultural assets and leisure opportunities
- Promote Thurrock's natural environment and biodiversity
- Inspire high quality design and standards in our buildings and public space

Minutes of the Meeting of the Standing Advisory Council for Religious Education held on 14 October 2015 at 6.00 pm

- Present:** Councillors Yash Gupta (MBE) and Tunde Ojetola
- Committee A:** Mrs S Lawson, Free Church Christian Member, Mrs Shepherd, Roman Catholic Member (Left at 7.10), Mr P Anderson, Free Church Representative
- Committee B:** Rev. J Guest, Mrs M Taylor (Left at 7.29) and Rev. D Bates
- Committee C:** Ms A Jellicoe
- Committee D:** Councillors Yash Gupta and Tunde Ojetola
- Apologies:** Ms N Fawell and Councillor Martin Kerin
- In attendance:** Deborah Weston, Associate Adviser for Religious Education
Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills
Kenna-Victoria Martin, Senior Democratic Services Officer
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Before the start of the meeting the Chair informed those present that the previous Chair Jack Misra had sadly passed away.

8. Minutes

The Minutes from the previous meeting held on 15 July 2015 were approved, subject to minor typographical errors.

9. Items of Urgent Business

There were no items of urgent business.

10. Declarations of Interest

There were no interests declared

11. A New settlement Religion and Belief in Schools

The Chair of the Council welcomed all to the meeting and explained the meaning behind the additional meeting. He continued to explain that just because a person has no religion; didn't mean that they were not spiritual.

It was discussed that organised religion within different faiths had different effects on people and within schools Ofsted assessed Collective Worship.

The Associate Adviser for Religious Education explained to the Council that in June 2015 Charles Clarke and Linda Woodhead published the pamphlet "A New Settlement: Religion and Belief in Schools". She continued to advise that their proposals had been widely recognised and had even added to the important debate on the law as it related to Religious Education; Members were advised that the law in relation to RE hadn't been amended significantly since 1944.

Recommendation 2 *"Consideration be given to using the phrase 'Religious and Moral Education' rather than 'Religious Education' in describing this part of the statutory curriculum"*

Members discussed the recommendation and in doing so commented that some schools and academies use the name 'religious studies' rather than 'religious education' as they taught students different religions and beliefs. It was further commented that pupils were taught religion as children this knowledge and understanding in all walks of life and it was about engaging them with the subject.

It was mentioned that to learn about religion you had to learn from religion and different faiths. The Chair of the Council stated that although Collective Worship was taught within schools; it was usually included as part of assemblies and not within the classroom.

The Council discussed how young people were keen to explore and learn and how this could be achieved in a number of different ways including reflection which could be spiritual or religious. It was commented that schools may choose to teach a moral framework so that it was not just included under the external framework of Religion as the two could be very different.

Another member suggested that the subject be renamed to Religious and Cultural Studies but this was considered to be too broad a title.

Recommendation 3 *"The Religious Education syllabus in county and voluntary controlled schools should no longer be set by a system of agreed local syllabuses, but by an agreed national syllabus which would have a similar legal status to the requirements of other subjects in the National Curriculum."*

The Associate Adviser for Religious Education sought Members thoughts on the recommendation which asked for a national syllabus to replace the current local syllabus.

The Strategic Lead, School Improvement and Skills commented that he felt the recommendation was controversial; he further stated that he was surprised the decision to have a national syllabus was not already in place.

During discussions Members commented on the following points:

- Should a national framework be established, it would need start with the basics; highlighting the starting points;
- Topics in relation to diversity should be included; and
- A common syllabus should be introduced with a guide produced for teachers.

Councillor Gupta enquired as to whether faith schools would be included under a national framework. The Associate Adviser for Religious Education explained that faith schools were exempt from current frameworks as they followed their own. It was further explained that faith representatives assisted with the syllabus for faith schools.

It was mentioned that should there be political involvement with a national syllabus, the media and different faith groups will hold the government accountable.

Members discussed that GCSEs had been revised with member organisations of the RE Council from faith groups working together to write material to support for examination boards. It was further discussed that with different examination boards schools would compare the papers as to which exam their students should take.

It was commented that pupils should be leaving school with an understanding of the differences and similarities of religions.

Recommendation 4 “The nationally-agreed syllabus would be determined by the Secretary of State in agreement with a newly created ‘National Standing Advisory Council on Religious Education (NASACRE)’ comprising experts on religion and education, and after formal consultation and input from the relevant established professional bodies and representatives of religions, humanism and other belief systems. This nationally-agreed syllabus should be reviewed every 5/7 years.”

Members stated that it was import to have an agreed syllabus and for the importance different religions to be taught. It was mentioned that the code of conduct for religion should be taught to pupils.

It was further discussed as to the idea of tolerance, it was important to teach about kindness and loving thy neighbour at the same time Members highlighted the importance of zero tolerance of intolerance such as faith hate crime.

Recommendation 5 “The government discusses with the faith school providers, including academies and free schools, the merits of voluntary-aided and foundation faith schools adopting this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all maintained schools to adopt this syllabus.”

Members stated that they agreed with recommendation 5 in that all relevant faith groups and educators are included in discussions.

Recommendation 6 *“The government also discusses with faith school providers including academies and free schools, the importance of making a distinction within schools between religious instruction, formation and education, including agreement that religious instruction (even of a kind which does not include coercion, or distortion of other religions or beliefs) does not take place within the school day.”*

It was commented that Members felt they required further information as to how the government would carry out this recommendation.

Recommendation 7 *“In addition, the government discusses with independent schools whether they should adopt this nationally-agreed syllabus and, on the basis of such discussions, considers legislating to require all schools to adopt this syllabus.”*

Members felt they had covered this recommendation within earlier discussions.

Recommendation 8 *“If these changes are agreed, the right of parents to withdraw their children from the Religious Education part of the curriculum should be abolished.”*

The Associate Adviser for Religious Education informed Members that this recommendation followed recommendation 6.

Members were advised that currently parents needed grounds to withdraw their child from lessons however this would be completed by simply writing to the headteacher; the Associate Adviser for Religious Education further advised the Council that children were withdrawing from school trips which were related to Religious Education.

It was commented that to give children a broader education it was occasionally needed to visit certain places, an example of this was the Holocaust; as it gave pupils an added experience to studying the religion.

Recommendation 9 *“The legal requirement for Religious Education at Key Stage 5, after the age of 16, should be removed and that, within the context of a general reform of the curriculum at Key Stage 4, consideration should be given to modifying the legal requirement for Religious Education to a wider study of religious, spiritual, moral, ethical, social, and cultural values.”*

The Associate Adviser for Religious Education explained that this was a legal requirement with 18year olds having the option to withdraw themselves; at present students within sixth forms could not withdraw themselves from the subject unless they were over 18.

The Chair commented that Religious Education should be the most exciting subject as you learn who you were as a person.

Members were notified that the subject was the fastest group subject within the last 4 years; with a raise in the amount of students taking the subject at GCSE, 6th form entries had been steadily increasing for the last decade and there had been a drop with the amount of students studying Theology and Religious Studies at degree level.

Recommendation 10 *“All faith schools, and possibly all schools in receipt of state funding, clearly advertise and explain the kind of religious (or non-religious) ethos and formation which they offer, so that prospective parents and pupils can make informed choices.”*

Members commented that faith schools received state funding and the public had a clear understanding as to the religious education being taught to students.

Recommendation 11 *“The local Standing Advisory Councils on Religious Education (SACREs) are given a new role which includes participating in the consultations about the content of the national RE curriculum, helping local implementation of the national RE syllabus, promoting community cohesion and educating for diversity, and advising on local availability of religious instruction.”*

Members were notified that the views of all local RE Councils (SACREs) would be heard and included within any consultations.

RESOLVED:

That SACRE discussed the recommendations of the report in relation to the Thurrock context.

12. Any Other Business

The Associate Adviser for Religious Education advised all Members of the following:

- Youth Conference was taking place on Thursday 10th December being held at the Culver Centre, commencing at 9.30am – 3.00pm;
- The Chapel at the South Essex College was soon to be completed;
- Thurrock Faith in Action was taking place on Thursday 19th November being held at the Gateway Centre in Stanford Le Hope, commencing at 4.00pm

The meeting finished at 7.50 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**

2 December 2015	ITEM: 5
Standing Advisory Council on Religious Education	
Thurrock SACRE – Reviewing the Agreed Syllabus for Religious Education in Thurrock	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston: Associate Adviser for Religious Education	
Accountable Head of Service: – Strategic Lead, School Improvement, Learning and Skills	
Accountable Director: - Director of Children’s Services	
This report is Public	

Executive Summary

With a budget of £10,000 allocated to the development of the Agreed Syllabus, SACRE is invited to consider the four options for going forward with the development to meet the needs of teachers, to respond to new guidance on assessment and to ensure that the appropriate level of training is delivered to ensure that teachers have the knowledge and skills necessary to deliver the syllabus with confidence.

- 1. Recommendation(s) that SACRE:**
 - 1.1 Consider the three options set out in section 3 below and make a decision on the best way forward for Thurrock and the schools it serves.**
- 2. Introduction and Background**

Thurrock SACRE held an initial meeting of the Agreed Syllabus conference in the spring term of 2015 and conducted a review of the current syllabus. This discussion included a consideration of responses from schools in Thurrock to aspects of the syllabus and their priorities for the review. Teachers overwhelmingly agreed that four areas were of primary importance in raising standards in RE in Thurrock:

- a. Clear guidance on assessment was needed. The conference agreed that the government’s commission on assessment would need to be taken into consideration before the syllabus review was completed.

- b. Subject knowledge in RE was a challenge for many teachers especially primary teachers and teachers with other specialisms in secondary schools
- c. Primary teachers appreciated the full unit plans for a schemes of work produced for the last syllabus but would like there to be more
- d. Training in support of the delivery of a new syllabus which had been insufficient in relation to the current syllabus
- e. In relation to point a: the commission on assessment reported on 15th September and included a clear section on the principles for assessment (see appendix A) which the commission hopes will guide the development of assessment policy in the immediate future. This can now be used to influence decisions about the new syllabus for Thurrock
- f. In relation to point b: whilst the inclusion of detailed subject knowledge in a syllabus can be challenging, one recent syllabus had been produced that takes a mastery approach to subject knowledge that could feasibly meet the needs of Thurrock teachers and that was the syllabus produced jointly between the London Boroughs of Redbridge and Havering.
- g. In relation to point c:
 - (1) The current syllabus currently includes, 14 full unit plans for primary schools
 - (2) RE Today has produced a model syllabus that can be purchased by a local authority which includes a comprehensive scheme of work.
 - (3) The Redbridge/Havering Agreed Syllabus comes with 12 full unit plans and the remainder of a complete scheme as two page and one page plans
- h. In relation to point d: The budget already allocated for the revision is £10,000 so dependent on the choices made over the revision, this could include a programme of training for teachers.

3. Issues, Options and Analysis of Options

- 3.1 Complete re-write**, based on new non-statutory National Framework (2014). This is probably unfeasible if teacher requests for more support material and/or training are to be met.
- 3.2 Keep the current syllabus and offer a supplement** to update it a little. This is a possibility – there will be costs for producing the new supplement. One advantage of this is the continuity it will bring. The disadvantage is that it will not reflect the new Framework directly or the developments on assessment without levels set out in appendix 1.
- 3.3 Adopt the Redbridge/Havering syllabus**. This would entail, using some of the Thurrock Agreed Syllabus budget to add value to the Redbridge/Havering Syllabus i.e. adapting some of the Thurrock units of work to the new mastery model and the remaining funds on training.

3.4 Buy into the RE Today ‘model’ syllabus and units of work. RE Today adviser Fiona Moss will attend the SACRE meeting to present on this option.

4. Reasons for Recommendation

4.1 Each of the three options has advantages and disadvantages and the views of all four committees of SACRE need to be taken into consideration.

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

5.1 Not applicable

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

6.1 Not applicable

7. Implications

7.1 Financial

Implications verified by: **Kay Goodacre**
Finance Manager

The Costs of SACRE are budgeted within Children’s Services Education budget

7.2 Legal

Implications verified by: **Lucinda Bell**
Education Lawyer

The Committee is asked to consider the options presented and chose one. Decisions should be made in compliance with the law and be fair and reasonable, taking into account all relevant considerations including best value and equality issues. The Equality Act 2010 imposes the Public Sector Equality Duty, that is to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

7.3 **Diversity and Equality**

Implications verified by: **Natalie Warren**
Community Development and Equalities
Manager

The implications of this report are that raising standards in religious education in Thurrock will help students to gain more understanding of the religion or belief of people in the local and national community and therefore improve community cohesion.

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

- Not applicable

8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright)

- None

9. **Appendices to the report**

- Appendix 1 The principles of assessment from Final report of the Commission on Assessment without Levels September 2015

Report Author:

Deborah Weston

Associate Adviser for RE

Appendix 1

The principles of assessment from Final report of the Commission on Assessment without Levels September 2015

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias.

The Commission on Assessment Without Levels is primarily concerned with supporting schools with in-school formative and summative assessment. The Commission believes that the guiding principles of these two types of assessment can helpfully be expressed in the form of questions that school leaders and teachers might ask themselves when developing effective approaches to assessment, as set out below.

Principles of in-school formative assessment

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

• *For example: whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*

• *For example: whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.*

2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

• *For example: whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*

3. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

• *For example: building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*

• *For example: where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements.*

4. How will I ensure my approaches to assessment are inclusive of all abilities?

• *For example: finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.*

5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- *For example: identifying which pupils to target for additional support or which areas of the topic to recap.*

6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- *For example: assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*

- *For example: providing opportunities for exploring a concept in greater depth before moving on to new work.*

7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- *For example: do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.*

- *For example: do not assume that formative assessment must be recorded using the same scale or terminology as summative assessment.*

Principles of in-school summative assessment

1. Who will use the information provided by this assessment?

- *For example: the teacher responsible for these pupils the following year.*

- *For example: senior leaders for curriculum or institutional review.*

- *For example: for reporting to parents.*

2. Will it give them the information they need for their purposes?

- *For example: how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.*

- *For example: useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*

3. How will it be used to support broader progress, attainment and outcomes for the pupils?

- *For example: how the information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.*

4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?

- For example: as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding.

- For example: using visual methods such as learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews.

5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?

- For example: how might you communicate to parents that a child who got 12/40 on the test has actually done quite well, all things considered?

- For example: how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills?

6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

- For example: how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs school improvement, e.g. curriculum development.

Appendix B:

Comparing the current Thurrock with the new Redbridge and Havering Agreed Syllabus:

Thurrock Agreed Syllabus 2010	Redbridge and Havering RE Agreed Syllabus 2015 – 2020
Two attainment targets: 'Exploring' (AT1) and 'Responding' (AT2)	3 aims in RE in order to develop pupils' religious literacy
Syllabus based on previous Agreed Syllabus, Non Statutory National Framework (2004) and good practice from local schools	Syllabus based on previous Agreed Syllabus, good practice from local schools and the Non-Statutory National Curriculum Framework for Religious Education (2013)
An eight level scale to be used when assessing progress in RE	End of key stage outcomes for pupils' knowledge and understanding of individual religions. End of key stage aims based on expectations for pupils' religious literacy
12 detailed plans provided for the main units	Planning outline provided for each primary unit. 8 units also have 2 page exemplifications which extend the planning outlines. 12 units also have detailed and updated plans that provide compelling learning experiences in RE for pupils.
Clear links with the Early Learning Goals	Clear links with the 2012 Early Years Foundation Stage Statutory Framework Separation of expectations for Nursery and

	Reception
KS1 (5-7): Christianity and Judaism Teachers can also plan to study the other religions or belief systems significantly represented in the school and the local area	KS1 (5-7) Christianity and Islam Pupils will also learn from other religions and worldviews in thematic units
KS2 Christianity, Islam and Sikhism in Lower key stage 2 (8-9) In addition: Christianity, Islam and Hinduism in upper key stage 2 (10-11)	KS2 Christianity, Hinduism and Judaism in lower key stage 2 Christianity, Islam and Sikhism are mainly studied in Upper key stage 2. Students will also learn from other religions and worldviews in such a way that complements these studies. This allows for more comparisons to be made between religions and worldviews.
Christianity, Buddhism, one other religious tradition and non-religious worldviews in KS3	Christianity and at least two other religions in depth chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism at KS3. Students will also learn from other religions and worldviews in such a way that complements these studies.
Christianity and one religion is the minimum requirement; all students must follow an accredited course leading to a recognised national qualification in Religious Studies.	Christianity and one religion or worldview is the minimum requirement; all students must follow an accredited course leading to a recognised national qualification in Religious Studies.

What's included in the RE Today and Redbridge/Havering Agreed Syllabuses?

RE Today Syllabus	Redbridge/Havering Agreed Syllabus
Aim/purpose of RE	Aim/purpose of RE
Legal requirements	Legal requirements
Contribution of RE to whole-school: SMSC, well-being, literacy, PSHE, citizenship, British values	Contribution of RE to whole-school: SMSC, well-being, literacy, PSHE, citizenship, British values
Breadth of study: which religions/beliefs and when	Breadth of study: which religions/beliefs and when
Programmes of study EYFS-KS5	Programmes of study EYFS-KS5
Core knowledge outline	Core knowledge outline
Assessment processes	Assessment, achievement and attainment
Planning processes	Planning processes
Inclusion	Inclusion
Creative curriculum and cross-curriculum outlines	Creative curriculum and cross-curriculum outlines
Application of syllabus requirements to special school contexts	Application of syllabus requirements to special school contexts

Flexibility and freedom will be built in to requirements, to encourage creative development and adaptation within a school.	Flexibility and freedom will be built in to requirements, to encourage creative development and adaptation within a school.
	End of KS1, lower KS2, upper KS2, KS3 outcomes in relation to knowledge, understanding of each religion taught
	A progression statement relating to developing religious literacy
A full scheme of work is available for SACRE to purchase for Schools. Thurrock SACRE would be able to purchase the syllabus and scheme of work for all schools from the budget put aside for the syllabus	Redbridge/Havering Agreed Syllabus comes with 12 full unit plans and the remainder of a complete scheme as two page and one page plans [Note: Thurrock could commission RE Today to complete the remaining scheme of full unit plans as part of its 'value-added deal' to purchase the syllabus]

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