

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

Standing Advisory Council for Religious Education

The meeting will be held at **6.00 pm** on **18 July 2018**

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

Membership:

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

Committee B: Rev.J Guest, Church of England Member
Mr D Bates, Church of England Member
Vacancy, Church of England Member
Vacancy, Church of England Member

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

Committee D: Councillors Martin Kerin, Sue MacPherson and Angela Sheridan, Local Education Authority

Co-opted Member: Vacancy

Agenda

Open to Public and Press

	Page
1 Apologies for Absence	
2 Minutes	5 - 8

To approve as a correct record the minutes of the Standing Advisory Council for Religious Education meeting held on 30 January 2018.

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 Monitoring Provision for Religious Education in Thurrock Schools 9 - 26

6 How Ofsted are reporting on Religious Education 27 - 30

7 Self-Evaluation Pilot of Religious Education in Thurrock Schools 31 - 60

8 Any Other Business

Queries regarding this Agenda or notification of apologies:

Please contact Tisha Sutcliffe, Democratic Services Officer by sending an email to Direct.Democracy@thurrock.gov.uk

Agenda published on: **12 July 2018**

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DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

What is a Non-Pecuniary interest? – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- Not participate or participate further in any discussion of the matter at a meeting;
- Not participate in any vote or further vote taken at the meeting; and
- leave the room while the item is being considered/voted upon

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

Our Vision and Priorities for Thurrock

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

1. **People** – a borough where people of all ages are proud to work and play, live and stay
 - High quality, consistent and accessible public services which are right first time
 - Build on our partnerships with statutory, community, voluntary and faith groups to work together to improve health and wellbeing
 - Communities are empowered to make choices and be safer and stronger together

2. **Place** – a heritage-rich borough which is ambitious for its future
 - Roads, houses and public spaces that connect people and places
 - Clean environments that everyone has reason to take pride in
 - Fewer public buildings with better services

3. **Prosperity** – a borough which enables everyone to achieve their aspirations
 - Attractive opportunities for businesses and investors to enhance the local economy
 - Vocational and academic education, skills and job opportunities for all
 - Commercial, entrepreneurial and connected public services

Minutes of the Meeting of the Standing Advisory Council for Religious Education held on 30 January 2018 at 6.00 pm

Present:

- Committee A:** Mrs M Shepherd (arrived at 6.45pm), Dr O Soley, Mr P Anderson (arrived at 6.15)
- Committee B:** Rev. J Guest (Chair) and Rev. D Bates
- Committee C:** Ms A Harris
- Committee D:** Councillor Tunde Ojetola
- Apologies:** Mrs S Lawson, Mr A Kariyawasam, Mrs R Gedalovitch and Councillor Martin Kerin
- In attendance:** Councillor Halden, Portfolio Holder for Education and Health Deborah Weston, Associate Adviser for Religious Education Andrea Winestone, Strategic Lead, School Improvement Kenna-Victoria Martin, Senior Democratic Services Officer
-

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

14. Minutes

The Minutes of the Standing Advisory Council for Religious Education, held on 19 April 2017, 05 September 2017 and 22 November 2017 were approved as a correct record.

15. Items of Urgent Business

There were no items of urgent business.

16. Declarations of Interest

There were no interests declared.

17. Monitoring Provision for Religious Education in Thurrock Schools

The Associate Adviser for Religious Education explained in the past it had been possible for SACRE to carry out its monitoring function using a variety of methods such as:

- School visits and lesson observations
- The collation of comments on RE found in Ofsted inspection reports
- Analysis of data

She continued to explain the task Members were to undertake which involved, examining what schools published about their provision for Religious Education and collective worship.

Members were to look for the following on the schools website:

- Has the school published the content of the Religious Education curriculum for each academic year?
- Is a GCSE course offered in Key Stage 4?
- Secondary Schools - Is there a non-GCSE KS4 Religious Education curriculum shown?
- Was there a Religious Education policy?
- Information about collective worship?
- Does the School have a nominated Religious Education leader?
- Any events linked to Religious Education, such as Inter Faith Week.

Following this SACRE would then write to the schools with their findings.

The Chair of SACRE then sought Members feedback once the activity had been completed. During which the following was highlighted:

- The differences between two Academies, who were under the same trust. In that one didn't appear to have any mention of Religious Education on their website and the other had outlined in detail their provision of Religious Education.
- It was interesting to see that, again Academies under the same trust were using different Agreed Syllabus one Thurrock the other Herringate.
- The different approach two local primary schools took to teaching Religious Education when only a short distance away from each other.

It was enquired by the Chair how could SACRE do more to find out what Schools and Academies were doing to meet their duty to publish their provision of Religious Education. Members suggested that SACRE write to schools and academies to explain the task they had undertaken and to seek additional information.

RESOLVED that SACRE:

- 1. Discussed the revised proforma at Appendices 1 and 2 of the report;**
- 2. Authorised a pilot monitoring programme that might be reviewed in the summer term meeting.**

18. SACRE Work Programme 2018/2019

The Chair enquired if there could be conversations with the Local Authority in relation to the dates when SACRE met.

Members of the Standing Advisory Council for Religious Education were asked for discussion topics they would like to discuss at meetings during the New Municipal Year.

During discussions the Youth Conference was raised, it was explained holding the conference relied on funding. The Associate Adviser for Religious Education advised Members SACRE could seek funding to hold a conference, which would assist in promoting the concept of Religious Education.

RESOLVED:

That the following topics be developed into a Work Programme for 2018/2019:

- **Validating GCSE Results 2017/2018**
- **Discussions with the Youth Cabinet**
- **Collective Worship within Schools**
- **Agreed Syllabus – The Future of SACRE**

19. Any Other Business

There was no other business discussed.

The meeting finished at 7.31pm

Approved as a true and correct record

CHAIR

DATE

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

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18 July 2018	ITEM: 5
Standing Advisory Council on Religious Education	
Monitoring Provision for RE in Thurrock Schools	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston: Associate Adviser for Religious Education	
Accountable Assistant Director: – Michele Lucas, Assistant Director Learning Inclusion and Skills	
Accountable Director: - Rory Patterson, Corporate Director of Children’s Services	
This report is Public	

Executive Summary

In order to discharge its legal duties, SACRE monitors provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus. Thurrock introduced a new Agreed Syllabus in 2016 and decided that the academic year 2017-2018 would be a reasonable time to begin a monitoring exercise to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. At the last meeting of SACRE carried out a review of school websites to investigate provision for RE in Thurrock.

1. Recommendation(s) that SACRE:

That SACRE members

- **Consider:**
 - **the report on provision for RE as recorded on school websites (Appendix A) alongside the school workforce report (Appendix B)**
- **Consider any follow up action that might be warranted**
 - **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.**
- **Consider writing to schools to inform them of the changes to DfE regulations and Ofsted practice (see 3.2 and 3.4 below) and appendix C**

2. Introduction and Background

It has been possible in the past for SACRE to carry out its monitoring function using a variety of methods:

- a. School visits and lesson observations

- b. The collation of comments on RE found in Ofsted inspection reports
- c. Analysis of data

Smaller education budgets and less staff capacity mean that specific visits to schools by specialist advisers for RE are no longer possible for most local authorities, Ofsted no longer report on RE in particular and therefore SACREs around the country largely rely on data and information that schools are prepared to share from their own self-evaluative work.

Revised DfE guidance on RE in academies

At the end of March 2018, minister for schools, Nick Gibb MP responded to a parliamentary question about RE. In the response he said the following: “Where academies are subject to the same statutory duties as maintained schools, the Secretary of State has powers to enforce compliance via the terms of the funding agreement.” NATRE subsequently wrote to the DfE in an attempt to clarify what sort of matter might result in a Secretary of State using these powers in relation to RE. NATRE asked: 'Can you please provide us with some guidance about how you might judge a complaint about the failure of an academy to meet its funding agreement in relation to RE?'

The letter NATRE received in response included the following six points:

1. In most non-religiously designated academy funding agreements, the requirement to provide religious education is in line with S.375(3) of the Education Act 1996 – religious education that reflects the fact that the religious traditions in Great Britain are Christian, whilst taking into account the practices of the other principal religions represented in Great Britain;
2. Academies may choose to use an agreed syllabus in full or part to meet their requirements to provide RE. They may also choose to develop their own syllabus that meets the requirements in their funding agreement (including S.375 above);
3. We would expect that all schools provide pupils with a curriculum that is high quality and promotes progression through the key stages, including in RE;
4. ... head teachers should ensure that “the subject is well led and effectively managed, and that standards and achievement in RE, and the quality of the provision, are subject to regular and effective self-evaluation;
5. If inspectors become aware that a school is not delivering the curriculum that it is expected to be offering, this will be reflected in the assessment of the leadership and management of the school, which in turn will inform the overall effectiveness of the school;
6. ...if the department is made aware of an academy that is not meeting the requirements for providing RE as outlined above, the complaint would be passed onto the operational team where the academy was located. The operational team would work with the policy team to understand the arrangements and specific situation in that school, and work with the school to resolve the matter.

Academy funding agreements

The DfE has raised the profile of Religious Education in the revised academy funding agreements. By placing RE alongside the core subjects that MUST be included in a 'balanced and broadly based' curriculum, no one can be in any doubt of the expectations.

The information on RE has been given more prominence and has moved into the first section of the document

Curriculum

- 2.1 The curriculum is the responsibility of the Academy Trust.
- 2.2 The Academy Trust must ensure that the curriculum provided in each Academy to pupils up to the age of 16 is balanced and broadly based. In respect of Mainstream, Special Academies, UTCs and Studio Schools, the Academy Trust must ensure that the curriculum includes English, mathematics, science and (subject to the provisions in clause 2.V of the Mainstream academy and free school: supplemental funding agreement), (subject to the provisions in clause 2.V of the UTC and Studio School supplemental funding agreement) and (subject to the provisions in clause 2.HH-JJ of the Special School: supplemental funding agreement) religious education. In respect of Alternative Provision Academies the Academy Trust must ensure that the curriculum includes English, mathematics and science.

<https://www.gov.uk/government/publications/academy-and-free-school-multi-model-master-funding-agreement>

3. Issues, Options and Analysis of Options

- 3.1 To comply with the School Information (England) (Amendment) Regulations 2012, all schools including academies and free schools must publish the content of the religious education curriculum for each academic year on their school website.¹²
- 3.2 The regulations above were updated above on 24th May 2018 as follows:
“the content of the curriculum your school follows in each academic year for every subject, including for mandatory subjects such as Religious Education even if it’s taught as part of another subject or subjects or is called something else”
- 3.3 A census of the school workforce is carried out annual and for secondary schools, this includes data about the number of hours of provision for each year group for each subject of the curriculum
- 3.4 Ofsted have announced (May 2018) that in future schools previously judged as good or outstanding will be subject to risk assessment to determine whether or not they require reinspection or not. This risk assessment will include the school workforce data referenced above (see appendix #)

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

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

3.5 These two methods of collective information on provision for RE cannot be used in isolation but the results should complement GCSE data and the pilot survey that are already part of this year's SACRE workplan.

4. Reasons for Recommendation

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

4.2 It would be preferable for SACRE to inform schools if their published information does not meet the statutory requirements or the school workforce data is likely to give cause for concern than if Ofsted were to raise it in an inspection.

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

5.1 Not applicable

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

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

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

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**

Management Accountant, Corporate Finance

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

7.2 Legal

Implications verified by: **Lucinda Bell**

Education Lawyer

This report recommends that SACRE consider the report and appendices and considers taking recommended action to inform schools of findings it has made whilst carrying out its monitoring function.

7.3 **Diversity and Equality**

Implications verified by: **Becky Price**

Community Development Officer

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

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

Not applicable

8 **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):

8.1 None

9 **Appendices to the report**

9.1 Appendix A – SACRE Schools RE website survey – 30 January 2018

Report Author:

Deborah Weston
Associate Adviser for RE

Appendix A

SACRE schools RE website survey 30 January 2018

Grays Convent - secondary

Has the school published the content of RE curriculum for each academic year? YES

- Years 7-9 ICONS Programme of Study
- Year 10 2016 Edexcel GCSE Full Course
- Year 11 2009 Edexcel GCSE Full Course

Is this in line with the Thurrock Agreed Syllabus for RE? Not applicable

Grays Convent is a school with a religious character so is not required to follow the Thurrock Agreed Syllabus for RE

Is a GCSE course offered in Key Stage 4? Short Course or Full Course

Yes -Full Course (See above)

Secondary - Is there a non-GCSE KS4 RE curriculum shown? No – all pupils study GCSE

Does the website also include information about collective worship?

The inclusion of worship in the life of the school is reference in the Section 48 inspection report on the school website. Girls lead assemblies and mass every two weeks

Is there evidence that there is a nominated RE Leader – Yes

Woodside Academy - primary

Has the school published the content of RE curriculum for each academic year? YES

Follow SACRE programme of study

At Early Years Stage 4-5 year olds will encounter Christianity and other faiths as part of their growing sense of self, their community and their place within it.

At Key Stage 1 5-7 year olds are required to study Christianity and either Islam or Judaism.

At Key Stage 2 7-11 year olds are required to study Christianity, Islam, Hinduism and Judaism.

In order to deliver the aims and expected standards of the syllabus effectively the expectation is that there is a minimum allocation of 5% of curriculum time for R.E – this is separate from collective worship

Is this in line with the Thurrock Agreed Syllabus for RE? YES

Does the website also include information about a RE policy? YES

RE policy published <https://primarysite-prod-sorted.s3.amazonaws.com/woodside-academy/UploadedDocument/38effc02f6194ca89e5d2dedf02e6d2c/religious-education-policy-woodside-academy-2017.pdf>

Does the website also include information about collective worship? YES

Assemblies

We have class assemblies every Wednesday morning at 9.00 a.m. until 9.30 a.m. in the school hall, parents are welcome to attend. You can find dates of forthcoming class assemblies in our newsletter and calendar.

There is a daily assembly at Woodside:

- ***Monday*** ***Bible-based assembly from Open The Book***
- ***Tuesday*** ***Singing assembly or visitor's assembly***
- ***Wednesday*** ***Class assemblies***
- ***Thursday*** ***Separate infant and junior assemblies led by teachers or visitors***
- ***Friday -*** ***Celebration assembly***

Is there evidence that there is a nominated RE Leader – Yes

RE Lead Mrs Colson

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

Holocaust Memorial Day

West Thurrock Academy -primary

Has the school published the content of RE curriculum for each academic year?

The school follows the Thurrock Agreed Syllabus for R.E. which provides opportunities for children to develop their knowledge and understanding of Christianity and to understand and respect other religions, beliefs, values and traditions.

In the Foundation stage, R.E. is included in the topic 'Knowledge and Understanding about the World'.

The school has close links with St Clements Chapel, West Thurrock, and visits are made as part of the R.E. work. Our Vicar also visits school regularly as part of the children's R.E. activities.

<http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/WestHorrockPrimary/MainFolder/Files/Curriculum/Curriculum-Map-2017-2018.pdf> Curriculum map

Is this in line with the Thurrock Agreed Syllabus for RE? Yes

School studies Christianity, Hindu, Muslim, Jewish, Humanists

Does the website also include information about collective worship?

Not found

Is there evidence that there is a nominated RE Leader?

Not visible

Does the website also include information about a RE policy?

No RE policy on website but RE mentioned in curriculum policy and the following statement appears:

RELIGIOUS EDUCATION

The school follows the Thurrock Agreed Syllabus for R.E. which provides opportunities for children to develop their knowledge and understanding of Christianity and to understand and respect other religions, beliefs, values and traditions.

In the Foundation stage, R.E. is included in the topic 'Knowledge and Understanding about the World'.

The school has close links with St Clements Chapel, West Thurrock, and visits are made as part of the R.E. work. Our Vicar also visits school regularly as part of the children's R.E. activities.

Parents have the right to withdraw their children from all or part of R.E. if they prefer.

Gateway Academy

Has the school published the content of RE curriculum for each academic year?

Only references Humanities as a curriculum subject on the website and only one reference to Religious Studies or Religious Education. The curriculum plan states

that there are 6 hours of Humanities per fortnight so a nominal hour per week for RE. The Humanities pages include this reference:

The programme of study for religious education offers a range of opportunities for students to understand the principles of Christianity, Islam, Judaism and Sikhism. Through such diversity students are encouraged to empathise with diverse religions, traditions and cultures. The teachings of such religious beliefs are explored through topical issues that are relevant in society and engage the student; topics consist of attitudes towards euthanasia, marriage, divorce,

Outline of study – KS3 Humanities

	Autumn 1 (6)	Autumn 2 (7)
Year 7	Where do I come from? Stone Age Man NCN	Where are places in the world? (Geographical location) British empire MEDC and LEDC EU Commonwealth Slave trade – Abolition
Year 8	Have advances in industrialisation and technology led to higher standards of living? NCN	Attitudes towards crime and punishment SSW
	Spring 1 (6)	Spring 2 (5)
Year 7	Who has the power? Queen MP Suffrage Governments Protest Human Rights DZE	Settlements Migration Urbanisation Castles

Year 8	How does globalisation impact on different cultures and national identity? Melting pot or the salad bowl	Social liberation – How have values changed over time? Sexual equality SSW
	Summer 1 (6)	Summer 2 (5)
Year 7	What is more dangerous, Man or Environment? Volcanoes & earthquakes Natural disasters Conflict Multiculturalism Genocide HBE	
Year 8	The influence of religion on the world	Is medical progress always positive?
	Transition (3)	
Year 7	Research project on a topic from "what is more dangerous?" to achieve "certificate"	
Year 8	Research project on a topic from the two years to achieve "diploma"	

Is this in line with the Thurrock Agreed Syllabus for RE? No? It is not clear if this curriculum plan would lead to pupils having sufficient knowledge and understanding about religious beliefs and teachings to meet the requirements of the Agreed Syllabus or the funding agreement of the academy.

Mention of 'Tolerance in Faith and Beliefs' under British Values on website

Is a GCSE course offered in Key Stage 4?

The 2018 options booklet suggests Religious Studies GCSE (Edexcel) is a core subject at Key Stage 4. At Gateway, GCSE is taught over three years.

Secondary - Is there a non-GCSE KS4 RE curriculum shown?

No (see above)

Does the website also include information about collective worship?

Assemblies are mentioned but there is no reference to worship.

Is there evidence that there is a nominated RE Leader – No

There are 10 Humanities staff including a Head of Faculty and Heads of History and Geography but no Head of RE. Likewise there are trainees and NQTs for History and Geography but not RE.

Benyon Primary

Has the school published the content of RE curriculum for each academic year? Yes

RE listed under curriculum and states it teaches Locally Agreed Syllabus; link takes you to Quarry Hill Academy's (same Trust) detailed page of what is taught in each year group.

Is this in line with the Thurrock Agreed Syllabus for RE? Yes

What it lists is as defined in Appendix 1 of SACRE papers as Agreed Syllabus requirements.

Does the website also include information about a RE policy?

No RE Policy in list of policies on website

Is there evidence that there is a nominated RE Leader – No

No RE Leader named on website

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

Charity events detailed in Newsletters

Aveley Primary

Aveley offer the Cornerstones Curriculum which is a commercially produced programme. This programme does include a set of projects called 'Love to Celebrate' that are designed to support RE provision but it is not clear if these have been purchased by the school or if they use the Thurrock Agreed Syllabus.

Love to Celebrate – Product list

The 39 ILPs, essential resources and supporting documents help you to develop a relevant, tailor-made religious education curriculum to meet the needs of your children both now and in the future. Want to find out more? Take a look on our website: www.cornerstoneseducation.co.uk.



Our world	Year group	Theme	Season/term
Special people	Nursery and Reception	My family is special; My community is special; My faith is special; A special visitor; I am special	Any term
Special places	Nursery and Reception	My special places; Special places in my community; The world is a special place; Creating a special place; Looking after our world	Any term
Special times	Nursery and Reception	Special times of the day; Special times of the week; Special times of the year; A special celebration; Sharing a special time together	Any term
Christianity	Year group	Theme	Season/term
Harvest	1	Our wonderful world; Creation; Harvest hymns; Saying thank you; Feeding the 5000; Sharing; Foods around the world; The importance of water; Local church celebrations; Local harvest celebrations	Autumn
Christmas	2	Looking after a baby; The Advent wreath; The Nativity; Gifts; Celebrations; Joy; Religious and secular Christmas messages; The Christingle	Autumn

Is this in line with the Thurrock Agreed Syllabus for RE?

This is not clear due to lack of information. The school have published the Agreed Syllabus on their website which is not allowed because the document is copyright. I have informed the school.

Does the website also include information about collective worship? No

Is there evidence that there is a nominated RE Leader – No

Does the website also include information about a RE policy? No

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? None visible

Belmont Castle Primary Academy

Has the school published the content of RE curriculum for each academic year?

Very difficult to assess the RE curriculum on the website. One reference to RE is in a year 6 curriculum overview for 2018. Topic news for year groups also reference R.E. but there is no complete overview for each age group.

Does the website also include information about collective worship?

Assemblies are mentioned but no evidence of collective worship

Is this in line with the Thurrock Agreed Syllabus for RE? No possible to assess

Is there evidence that there is a nominated RE Leader – No

Does the website also include information about a RE policy? No

Hathaway Academy

Has the school published the content of RE curriculum for each academic year? Yes*

Curriculum pages list RE as a Key Stage 3 subject. *No **current** curriculum map available. Most recent available is for 2015-16.

Is this in line with the Thurrock Agreed Syllabus for RE?

Unable to assess whether in line with Thurrock Agreed syllabus since there is no reference to a specific religion in the curriculum map e.g. Christianity, Judaism etc.

Does the website also include information about collective worship? Yes

A Collective Worship policy appears on the website

<http://hathawayacademy.attrust.org.uk/wp-content/uploads/2013/11/Collective-Worship-Policy.pdf> dated June 2014 -due for review in May 2017

Is a GCSE course offered in Key Stage 4?

RS is offered at GCSE as an option for all pathways. Full course AQA A. This probably means all students study RS for GCSE but it is not clear if this is the current situation. The curriculum map however, refers to the previous specification so does not match what is currently taught. According to the 2014 document for Citizenship:

“At KS4 students will complete a GCSE course in Religious Studies. The community involvement section of the citizenship education programme will be delivered through dedicated community events organised by the Religious Studies subject area, and also through related activities of a cross curricular nature.”

Secondary - Is there a non-GCSE KS4 RE curriculum shown?

No indication non- examined RE available but if all students study a GCSE this is unnecessary.

Is there evidence that there is a nominated RE Leader?

No reference to a direct leader for RE in humanities

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

British Values poster indicates that through RE students are taught about mutual respect

Arthur Bulger Primary

Has the school published the content of RE curriculum for each academic year?

The school follows the cornerstones curriculum in the same way as Aveley mentioned above. No information about RE.

Is this in line with the Thurrock Agreed Syllabus for RE?

Not possible to assess

Does the website also include information about a RE policy?

RE policy available

Does the website also include information about collective worship?

Collective worship policy available

Is there evidence that there is a nominated RE Leader

No mention of who leads any subject leader

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? No

Graham James

Has the school published the content of RE curriculum for each academic year?

Religious Education is taught from reception all the way through to year 6 covering religions such as Christianity, Islam, Judaism and Sikhism. Our Religious Education lessons combined with PSHE lessons reinforce the messages of tolerance and respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. (Direct from British Values policy)

Is this in line with the Thurrock Agreed Syllabus for RE?

Does the website also include information about collective worship?

No collective worship policy

Does the website also include information about a RE policy?

No RE policy

Is there evidence that there is a nominated RE Leader

No nominated lead

St Clere's School

Has the school published the content of RE curriculum for each academic year?–
YES

Is this in line with the Thurrock Agreed Syllabus for RE? - YES (probably).

A KS3 curriculum is provided, states that various faiths are studied but not explicit on exactly which ones. The KS4 curriculum covers Christianity and Buddhism and leads to a GCSE qualification.

Is a GCSE course offered in Key Stage 4?– YES.

GCSE Religious Studies A Full Course, AQA 8062.

Secondary - Is there a non-GCSE KS4 RE curriculum shown?– YES. States that that 'all pupils' / 'the vast majority' will receive R.S. in KS4.

Does the website also include information about collective worship?

YES. A detailed policy is published.

Is there evidence that there is a nominated RE Leader – Yes

Mrs A Jellicoe.

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

YES. Contemplation space. Parish church and Gudwara links. Visiting faith representatives for collective worship.

Overall Impression of RE on site? – POSITIVE. Subject is given at least equal weight alongside others in the curriculum, SMSC has a page in the prospectus, information is clear, accessible, and engaging.

Giffards Primary School

Has the school published the content of RE curriculum for each academic year? YES.

Term-by-term RE content is given for every school year.

Is this in line with the Thurrock Agreed Syllabus for RE? - YES (probably).

KS1 and KS2 cover Christianity, Islam, and various non-specific sessions on other faiths and belief systems.

Does the website also include information about a RE policy? – YES (indirectly).

RE is covered under the 'Preparing pupils for a life in modern Britain' policy.

Does the website also include information about collective worship? YES. Very briefly mentioned under 'the school day'.

Is there evidence that there is a nominated RE Leader – NO.

No subject leaders are named.

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

NOT KNOWN. Nothing visible on site.

William Edwards School

Has the school published the content of RE curriculum for each academic year? No

RE is grouped with sociology under subject links

Year 7- No RE curriculum

Year 8 has a published curriculum

Year 9 curriculum void of Islam & Christianity

Year 10 'have the option to choose to study RE'

Is this in line with the Thurrock Agreed Syllabus for RE? Unknown

Is a GCSE course offered in Key Stage 4? Yes

AQA Full Course 8062

Secondary - Is there a non-GCSE KS4 RE curriculum shown?

Not observed.

Does the website also include information about collective worship? No

Is there evidence that there is a nominated RE Leader – No

Any events linked to RE (e.g. relevant visitors, Inter Faith week etc)? Describe below:

No

Overall Impression of RE on site? – ADEQUATE. Curriculum information is clear, minimal mention elsewhere.

Appendix B: School Workforce Data (DfE) 2016

School name:	Religious character:	School type:	% hours spent on RE Teaching 7	% hours spent on RE Teaching 8	% hours spent on RE Teaching 9	% hours spent on RE Teaching 10	% hours spent on RE Teaching 11	% hours spent on RE Teaching 12	% hours spent on RE Teaching 13	% hours spent on RE Teaching for years 7 to 13
The Hathaway Academy	None	Academy Sponsor Led	0.0	0.0	0.0	2.1	2.1	.	.	0.7
Harris Academy Chafford Hundred	None	Academy Converter	0.0	0.0	1.6	2.0	0.9	3.4	4.1	1.6
St Clare's School	None	Foundation School	2.8	2.6	2.0	2.4	0.0	.	.	1.8
William Edwards School and Sports College	None	Academy Converter	0.0	4.2	4.4	1.0	1.0	.	.	2.1
The Gateway Academy	Does not apply	ACADEMY SPONSOR LED	0.0	0.0	7.2	3.0	0.0	.	.	2.1
Gable Hall School	None	Foundation School	4.0	3.7	4.9	1.6	0.0	0.0	0.0	2.4
Hassenbrook Academy	None	ACADEMY CONVERTER	4.4	4.5	4.4	2.3	0.0	0.0	0.0	3.0
The Ockendon School	None	Foundation School	7.3	7.4	7.4	7.3	7.6	0.0	4.5	6.6
Grays Convent High School	Roman Catholic	VOLUNTARY AIDED SCHOOL	9.2	9.4	9.6	10.0	10.5	.	.	9.8

See also Monitoring Appendix C and Appendix D

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18 July 2018	ITEM: 6
Standing Advisory Council on Religious Education	
How Ofsted are reporting on Religious Education	
Wards and communities affected: All	Key Decision: Non-Key
Report of: Deborah Weston: Associate Adviser for Religious Education	
Accountable Assistant Director: – Michele Lucas, Assistant Director Learning Inclusion and Skills	
Accountable Director: - Rory Patterson, Corporate Director of Children’s Services	
This report is Public	

Executive Summary

1. Ofsted is looking more seriously at whether schools are offering a broad and balanced curriculum – senior leaders need to ensure they are making good provision for RE long side other subjects.
2. Where there is good quality provision for RE, there is now a greater chance that it will contribute positively to the evidence Ofsted are using to make their overall judgements about a school.
3. Similarly, where there is limited or poor-quality provision, it is possible that RE will be used as an example to illustrate a broader concern or where there is a contrast between practice in some subject areas and others.

1. Recommendation(s) that SACRE:

That SACRE members

- **Assess the likely effectiveness of analysing comments on RE in Ofsted reports for Thurrock Schools and their Governing Bodies**
- **Discuss the key points found in these reports.**
- **Consider writing to all schools and to their Governing Bodies to encourage them to use the materials as a part of their meetings.**

2 INTRODUCTION AND BACKGROUND:

There has been a marked increase in the number of references to Religious Education in both secondary and secondary Ofsted reports. RE was mentioned in approximately 15% of long reports in 2015/16 and 16% in 2016/17. There are wide variations between regions however, with RE mentioned least frequently in London and most frequently in the North West, the North East and the West Midlands. There were almost 650 comments in total of which 80% were positive and 20% negative.

Ofsted has not inspected subjects for many years, so it is not possible to draw many conclusions about the health or otherwise of the subject from these reports.

The increase in the number of references to RE in Section 5 reports probably tells us as much about changes in the focus of Ofsted inspection as it does about RE itself. Ofsted is now paying much more attention to the wider curriculum and inspectors are drawing their evidence from a wider range of subjects when making their overall judgements. Recent comments from the Amanda Spielman (HM Chief Inspector of Education) here would suggest that this trend will continue into the new framework for inspection due to be launched in 2019.

3. Issues, Options and Analysis of Options

- 3.1 Governing Bodies are responsible for the educational standards and provision in their schools. The work of governors forms a key part of the judgement of leadership and management in Ofsted reports.
- 3.2 Governors are expected to take part in regular training. One option for making it more likely that governors receive training in RE is to provide materials to facilitate such a session.

4. Reasons for Recommendation

- 4.1 Ofsted are paying more careful attention to RE in schools and are likely to do so even more frequently when the new framework for inspection is published in 2019
- 4.2 The evidence from the reports in the appendices would suggest that governors are not always well informed about their responsibilities in relation to RE
- 4.3 The provision of training materials will make it more likely that governors will receive such training and that RE is a focus for discussion.

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

- 5.1 Not applicable

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

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

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by: **David May**
Management Accountant, Corporate Finance

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

7.2 Legal

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

This report asks that SACRE accepts a recommendation for action that comes within the remit of its monitoring function.

7.3 Diversity and Equality

Implications verified by: **Becky Price**
Community Development Officer

The aim of this exercise is to help governors become better informed about the provision for RE in their schools. If governors hold senior leaders to account for the level and standards of provision in RE, it is likely to help raise standards. Higher standards in the teaching of RE will help schools to fulfil their statutory duty to promote community cohesion and to encourage better respect and tolerance for those with different religions and beliefs.

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):

8.1 None

9 Appendices to the report

9.1 Appendix A – How are Ofsted reports making reference to Religious Education – Secondary

9.2 Appendix B - How are Ofsted reports making reference to Religious Education – primary

9.3 Appendix C - Ofsted Governor Activity – secondary

9.4 Appendix D - Ofsted Governor Activity – primary

Report Author:

Deborah Weston

Associate Adviser for RE

18 July 2018		ITEM: 7
Standing Advisory Council on Religious Education		
Self-Evaluation Pilot of RE in Thurrock Schools		
Wards and communities affected: All	Key Decision: Non-Key	
Report of: Deborah Weston: Associate Adviser for Religious Education		
Accountable Assistant Director: Michele Lucas, Assistant Director Learning Inclusion and Skills		
Accountable Director: - Rory Patterson, Corporate Director of Children's Services		
This report is Public		

Executive Summary

SACRE has a legal duty to monitor provision for Religious Education in its local area where RE is delivered in accordance with the local Agreed Syllabus. Thurrock introduced a new Agreed Syllabus in 2016 and decided it would now seem timely to carry out a monitoring exercise to establish how effective the new syllabus has been in meeting its aim to raise standards of RE. At the last meeting on SACRE a mechanism by which SACRE might collect information to meet this monitoring requirement and this has updated following members' instructions.

1. Recommendation(s) that SACRE:

That SACRE members:

- Responses from schools to the self-evaluation pilot -see appendix A
- Discuss the key points found in these reports.
- Agree to write to all schools to report their findings from the pilot and encourage others to respond

2. Introduction and Background

It has been possible in the past for SACRE to carry out its monitoring function using a variety of methods:

- a. School visits and lesson observations
- b. The collation of comments on RE found in Ofsted inspection reports
- c. Analysis of data

Smaller education budgets and less staff capacity mean that specific visits to schools by specialist advisers for RE are no longer possible for most local authorities, Ofsted

no longer report on RE in particular and therefore SACREs around the country largely rely on data and information that schools are prepared to share from their own self-evaluative work.

3. Issues, Options and Analysis of Options

- 3.1 SACRE cannot require schools to respond to a request to complete a self-evaluation form however, all schools must evaluate their work. The draft questions on the survey encompass the areas that best practice would suggest are key areas of concern, so it is likely that many schools will respond albeit at different rates.
- 3.2 If this method of collecting information about RE in Thurrock schools is not successful then SACRE will need consider a different method or rely on data alone.

4. Reasons for Recommendation

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

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

- 5.1 Not applicable

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

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

This exercise falls under the third element of this programme.

7. Implications

7.1 Financial

Implications verified by:

David May

Management Accountant, Corporate

Finance

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

7.2 **Legal**

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

This report contains the proposed self-evaluation form for schools who may decide to complete and return them. The rationale for this and further explanation is given in the other two reports by the same author.

7.3 **Diversity and Equality**

Implications verified by: **Becky Price**
Community Development Officer

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

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

Not applicable

8 **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):

8.1 None

9 **Appendices to the report**

9.1 Appendix A – SACRE Schools RE website survey – 30 January 2018

Report Author:

Deborah Weston
Associate Adviser for RE

Appendix A - Self-Evaluation Documents

RE School Self-Evaluation (Primary)

School: Warren Primary School

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

We follow the Discovery RE scheme of work and have chosen units of study ensuring coverage of a range of religions across the year groups.

2. Where are there weaknesses/areas for improvement?

RE may not be seen as a high priority by some teachers.

3. Do you have an example of good practice you would like to share with others?
No

If so, please provide details below.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

Action plan attached.

5. Is there anything related to RE for which you would like external support? No

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Long term plans recently updated to include relevant topics from Discovery RE scheme.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1) **Good (2)** Requires Improvement(3)
 Inadequate (4)

8. Why have you chosen this grade?

Teachers follow the scheme of work in place. They have knowledge and understanding of the topics taught.

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

N/A

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

N/A

11. Do you have links with a local group of teachers in Thurrock?
 (Yes: please list below/No/No but I'd like to know more)

No, but I'd like to know more.

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship?
 (Yes (please explain below)/No)

No

13. How much time does each pupil spend on RE-related work each week on average?

EYFS: RE is not taught as a discreet subject. Rather, in accordance with the EYFS curriculum, it is taught as part of Understanding the World and included where relevant. For example when learning about different festivals and celebrations at the relevant time of year or when comparing children's own beliefs and practices with those of their peers.

KS1: 30 to 60 minutes

KS2: 45 minutes

14. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teacher

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus? <http://www.Thurrockrenet.co.uk/agreed.html>

Yes/No

N/A

16. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

18. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22)
19. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g. <http://www.Thurrockrenet.co.uk/agreed.html>

Fully/ Mostly/Not at all

If not fully, please explain how you intend to address this

We follow the Discovery RE scheme of work

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Attached.

21. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Some key themes in Christianity, such as the meaning and importance of Christmas and Easter, are revisited every year, allowing children to build on

their previous learning and think more deeply about the questions posed. Other religions are studied each year as well, giving the children valuable insight into these.

b. In the development of skills?

As the children mature the key questions posed get progressively more challenging, encouraging deeper thinking.

Resources

22. Are the resources sufficient to support the RE programme? Yes/No

Not yet known – see action plan

23. Are there any resources that you would recommend to other schools? No

24. Are there any resources that you are lacking?

Not yet known – see action plan

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Visitors used are parents of children at the school who practice different religions and so cannot be recommended to others.

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll

approx. 500

27. Name of subject leader: Miss Nicola Studt

28. How long as subject leader in this school: 6 months

1 year	2 years	3 years	4 years	5+ years
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29. Other comments/notes *(Continue overleaf if necessary)*

As I have only been subject leader for RE a short time I am still in the process of becoming familiar with the scheme of work and the teaching of the subject across the school, especially as I am in EYFS (Reception) where it is taught as a discreet subject. Please refer to the Action Plan explaining how I am planning to achieve this.

Whole School RE Overview

Shown below are the focus religion, theme and key question for each year group each half term. For more detail, including lesson ideas, how to evidence and assess children's work and suggested resources, please see each Year group's MTP saved in SharedWork/Planning/Curriculum subject planning/RE.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Page 38	<p>Christianity - Creation story</p> <p>Does God want Christians to look after the world?</p>	<p>Christianity - Nativity story</p> <p>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</p>	<p>Christianity - Jesus as a friend</p> <p>Was it always easy for Jesus to show friendship?</p>	<p>Christianity - Easter/Palm Sunday</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p>Judaism - Shabbat</p> <p>Is Shabbat important to Jewish children?</p>	<p>Judaism - Rosh Hashanah and Yom Kippur</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
Year 2	<p>Christianity – What did Jesus teach?</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p>Christianity – Christmas – Jesus as a gift from God</p> <p>Why did God give Jesus to the world?</p>	<p>Islam – Prayer at home</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p>	<p>Christianity – Easter - Resurrection</p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p>	<p>Islam – Community and Belonging</p> <p>Does going to the mosque give Muslims a sense of belonging?</p>	<p>Islam - Haji</p> <p>Does completing Haji make a person a better Muslim?</p>
Year 3	<p>Hinduism – Divali</p> <p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p>	<p>Christianity – Christmas - What does Christmas mean to me?</p> <p>Has Christmas lost its true meaning?</p>	<p>Christianity – Jesus' Miracles</p> <p>Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Christianity – Easter - Forgiveness and Salvation</p> <p>What is 'good' about Good Friday?</p>	<p>Hinduism – Hindu beliefs</p> <p>How can Brahman be everywhere and in everything?</p>	<p>Hinduism – Pilgrimage to the River Ganges</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Judaism – Beliefs and Practices How special is the relationship Jews have with God?	Christianity – Christmas What is the most significant part of the Nativity story for Christians today?	Judaism – Passover How important is it for Jewish people to do what God asks them to do?	Christianity – Easter Is forgiveness always possible for Christians?	Judaism – Rites of passage and good works What is the best way for a Jew to show commitment to God?	Christianity – Prayer and Worship Do people need to go to church to show they are Christians?
Year 5	Hinduism – Prayer and Worship What is the best way for a Hindu to show commitment to God?	Christianity – Christmas Is the Christmas story true?	Hinduism – Hindu Beliefs How can Brahman be everywhere and in everything?	Christianity – Easter How significant is it for Christians to believe that God intended Jesus to die?	Hinduism - Beliefs and moral values Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	Christianity – Beliefs and Practices What is the best way for a Christian to show commitment to God?
Page 39 Year 6	Islam – Beliefs and Practices What is the best way for a Muslim to show commitment to God?	Christianity – Christmas Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity – Beliefs and Meaning Is anything ever eternal?	Christianity – Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam – Beliefs and moral Values Does belief in Akhirah (life after death) help Muslims lead good lives?	

Subject : RE

Priority 1 : To increase the profile of the subject across the school.

Lead: Nicki Studt

Target (Linked to school development plan):

Success Criteria:

- RE will be taught in every class every week

Tasks	Personnel	Resources	Timescale	Monitoring Process	Impact
Discuss the altered curriculum with each class teacher, ensuring that all teachers know what is to be taught each half term.	RE lead		Summer 1		
Check class timetables include a lesson of RE each week.	RE lead		Summer 1		

Evaluation processes:

Warren Primary School RE Action Plan April 2018

Subject : RE
Priority 2 : To ensure the subject is sufficiently resourced
Lead: Nicki Studt

Target:

Success Criteria:

- Each year group will have the resources needed to teach RE

Tasks	Personnel	Resources	Timescale	Monitoring Process	Impact
Liaise with class teachers to find out what, if anything, is required to teach each topic now on the LTPs.	RE lead		Summer term		
Check the resources currently in school are useable and useful, and allocate to year groups as appropriate.	RE lead		Summer term		

Evaluation processes:



RE School Self-Evaluation (Primary) Lansdowne Primary

School Type: Academy

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Planning is standardised and quality assured across the Gateway Primary schools to ensure consistency of lesson delivery; this is achieved through centrally planned and resourced lessons which are reviewed annually.

Phase and key stage assemblies (both held during the week) have British and moral values at their centre.

2. Where are there weaknesses/areas for improvement?

Due to pressures from the Curriculum in certain phases, the amount of time given to the delivery of RE lessons is not always equally weighted with the other Foundation subjects.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Please see response to question 1

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

We do not have an RE specific development plan as this subject currently falls within the curriculum area of Humanities (this is currently subject to review); please see below the current development plan for Humanities:



GLC

Lansdowne Primary Academy

Head of School: Spencer Bragg

Curriculum Team	Humanities
Members	

Lansdowne Primary Academy
Curriculum Team Action Plans

<u>Key Objectives 2017-2018</u>				
Objective	Goals	Led by	Actions and Impact	Monitoring & Evaluation
<p><u>Key objective 1</u> Further develop our distributed leadership model in order to empower transformative leaders to change and improve our school</p>	<ul style="list-style-type: none"> • To create a leadership team which allows leaders to support and share their areas of strength. • To create and strengthen leadership across the school through identifying areas of development and sharing good practise across the school. • To create a collaborative team with a shared mission. 		<p>Team identify their areas of strength within humanities a choose a focus area History, Geography or RE.</p> <p>Share good practice, provide CPD within in school by allowing colleagues to observe quality teaching.</p> <p>Timetable release time for the humanities team to work in pairs on their chosen curriculum area.</p>	
<p><u>Key objective 2</u> Further improve the quality and consistency of teaching & learning throughout the school</p>	<ul style="list-style-type: none"> • Monitor lessons and annotated plans. • Monitor learning across the school and consistency. • Ensure staff are supported through CPD and curriculum updates. • Ensure feedback enables pupils to know what they did well and what they need to do next. 	•	<ul style="list-style-type: none"> • Monitor books for consistency and differentiation. • Drop in lessons and give constructive feedback. Identify teaching that is good or better around the school • • Network with curriculum teams within the GLC. Humanities team familiar with the latest curriculum updates. • Evidence in marking. • Monitor marking and feedback. 	
<p><u>Key objective 3</u> Further improve</p>	<ul style="list-style-type: none"> • Manage the learning 	•	<ul style="list-style-type: none"> • Theme days/weeks. Bring the past into 	

<p>our children's behaviour and attitude to learning so they make better progress</p>	<p>environment effectively and promote effective outdoor learning, considering a range of learning styles and preferences.</p> <ul style="list-style-type: none"> • Consistent expectations of behaviour in and around the school. • To enable Children to have a strong voice in the development of humanities across the school. 		<p>school, history off the page</p> <ul style="list-style-type: none"> • Remove barriers to learning such as writing and provide opportunities for cross curricular links such as drama and dance within PE. Children learn through an expressive, creative curriculum. Children secure in knowledge and understanding. • • Staff model positive behaviour and attitudes towards learning. • Pupil voice meetings half termly. Pupils will be clear about what they have learnt/what they did well and their next steps. • Pupil voice will express if lessons are exciting and engaging. 	
<p>Key objective 4 Seek further ways to work with and strengthen our partnership with parents and the wider community</p>	<ul style="list-style-type: none"> • Invest time in getting to know our parents. • Encourage parents and carers to come into school and share in celebrations and thematic weeks. • Provide opportunities for parents and carers to contribute to the children's learning. 		<p>Invite parents in to talk to children about their faiths, knowledge of the area and what it was like to experience growing up in the area when they were younger. Make links to the past and present. Plan an around the world week. Broaden children's knowledge of the world around them.</p> <p>Survey parents. Introduction of school PTA. Send home questionnaires re- skills they would like to share within school.</p>	
<p>Key objective 5 Raise our expectations of all disadvantaged pupils; to establish</p>	<ul style="list-style-type: none"> • Ensure that all teaching staff know who our disadvantaged pupils are 		<p>Focus children displayed on notice board in the classroom for all staff to access. Volunteers from the local</p>	

<p>a strategic plan providing tailored support and opportunities; to ensure that they achieve at least in-line with their peers nationally.</p>	<ul style="list-style-type: none"> • Raise the expectation of all pupils including disadvantaged pupils including those who achieving good progress and outcomes. • Each year group to be time tabled to visit a place of historical interest, a religious place of worship and a field trip in the local area. 		<p>community to come in and talk to all pupils about their jobs/careers.</p>	
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5. Is there anything related to RE for which you would like external support?

We would benefit from CPD and training / support in delivery of the curriculum

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Monitoring of RE provision is currently through book scrutinies and lesson plan reviews.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1) Good (2) Requires Improvement(3) Inadequate (4)

Good (2)

8. Why have you chosen this grade?

Requires Improvement (3)

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

The subject leader is new to the role (and the school), joining the school at the end of the Autumn Term.

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

RE CPD has featured as part of our ongoing staff planning reviews.

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

No but I'd like to know more

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No, RE is taught as a discrete subject. PSHE is also currently taught as a discrete subject

13. How much time does each pupil spend on RE-related work each week on average?

EYFS:

1 hour + assemblies

KS1:

1 hour + assemblies

KS2:

1 hour + assemblies

14. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teachers deliver RE lessons; SLT deliver assemblies

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus?
<http://www.Thurrockrenet.co.uk/agreed.html>

I am unsure.

16. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Not sure- our provision is centrally planned across the Gateway Learning Community

Scheme of work (SoW)

18. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22

Not sure- our provision is centrally planned across the Gateway Learning Community

19. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g. <http://www.Thurrockrenet.co.uk/agreed.html>

Not sure- our provision is centrally planned across the Gateway Learning Community

If not fully, please explain how you intend to address this

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

21. How does the SoW ensure progression between the key stages?

- a. In respect of subject knowledge?

Subject Knowledge is driven by Milestones which build upon prior knowledge

- b. In the development of skills?

Lessons are planned sequentially , building on skills across a topic in half termly blocks

Resources

22. Are the resources sufficient to support the RE programme? Yes/No

Yes

23. Are there any resources that you would recommend to other schools?

Resources are shared within Year groups across the Gateway Learning Community

24. Are there any resources that you are lacking?

No lessons are fully resourced

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

None

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

None

Management and Organisation of RE

No. of students on roll 703

27. Name of subject leader:

Mr Martin Corr

28. How long as subject leader in this school:

Less than one term

1 year	2 years	3 years	4 years	5+ years
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29. Other comments/notes (*Continue overleaf if necessary*)

None

RE School Self-Evaluation (Primary) School: Abbots Hall Primary School Type: Academy

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

30. What are the strengths of your current provision and practice?

- Children develop an understanding of a range of faiths through an enquiry-based curriculum.
- RE is taught regularly once a week for one hour (class average) throughout the school.
- Standards in RE are monitored at least once a term individually by the middle leader and throughout the year during SLT curriculum book looks ensuring high standards in pupils' outcomes.
- Collective worship is carefully planned to be broadly Christian in nature but also celebrating other significant religious festivals as well as other PSHE themes. Children enjoy collective worship through a daily assembly.

31. Where are there weaknesses/areas for improvement?

- There are members of staff who have been on maternity leave and so will have missed some training elements and may need some support when they return.

32. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

- Enquiry-based approach to RE.
- Pre-post assessment to evidence progress in each topic.
- Standards of RE outcomes.

33. What are your priorities for development in RE? Please provide a list or attach your current development plan

- Using the RE skills progression document to prepare a RE ladder assessment system.
- To continue to develop the confidence of staff and to share good practice among colleagues.

34. Is there anything related to RE for which you would like external support?

No

Quality and standards of RE in the school

35. How does the school make a judgment on this?

(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

- The school leadership (incl governors) monitors the quality of teaching in R.E through regular book looks across the year and compare standards against other curriculum areas.
- RE Middle Leader monitoring pupil outcomes each term feeding back outcomes to staff.
- Annual RE observations are included within the school Monitoring Schedule.

36. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1) **Good (2)** Requires Improvement(3) Inadequate (4)

37. Why have you chosen this grade?

Monitoring evidences:

- Children learn about a range of faiths in EYFS and Key Stage 1 and 2.

- Work sampling and pre/post assessment evidence pupils' accelerated progress with the large majority of pupils evidencing at least good progress. Books also evidence no marked difference between learning groups.
- R.E is not a 'chalk and talk subject' and is immersive and practical. The SoW starts with a question that they can relate to their own experience (which develops their understanding of both differences and similarities between themselves and members of other faith groups).
- Children are also very positive about RE and enjoy the practical nature of the tasks in those classes with the strongest practice.

Continuing professional development in RE

38. What CPD has the subject leader taken part in (over the last year) and what was its impact?

None.

39. What CPD have other teachers taken part in (over the last year) and what was its impact?

- The Middle Leader has led training in teaching the new SoW and given ideas to make R.E a fun and immersive curriculum subject. The impact of this has been evident in the books during monitoring. The books reflect our investigate approach to teaching R.E.

40. Do you have links with a local group of teachers in Thurrock?

(Yes: please list below/No/No but I'd like to know more)

Timetabling of RE

41. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

- Where possible, RE is linked with PSHE but this is not a formal arrangement as this is not always practical.
- Evidence in books also evidence cross-curricular links with English, DT, Geography and History. The strongest practice in the school utilises link throughout the curriculum to emphasise RE learning within a context.

42. How much time does each pupil spend on RE-related work each week on average?

- EYFS: This varies depending on the topic focus but on average at least 2-3 hours a week (linked to KUW)
- KS1: 1 hour a week
- KS2: 1 hour a week

Weekly allocation can change dependent on cross-curricular links.

43. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

- RE is planned and delivered primarily by the class teacher but there may be occasions when TAs/HLTAs are covering.
-

Agreed Syllabus

44. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus?

<http://www.Thurrockrenet.co.uk/agreed.html>

Yes/No

45. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

- Discovery RE is the scheme of work that we have chosen. It can be viewed on the link below:

<https://discoveryschemeofwork.com/>

46. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

47. Does the school use the Thurrock scheme of work? Yes/No/Partly (If Yes, go to question 22

48. If no, please explain whether the school scheme matches the requirements of the agreed syllabus? e.g. <http://www.Thurrockrenet.co.uk/agreed.html>

Fully/ Mostly/Not at all

If not fully, please explain how you intend to address this

49. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

See <https://discoveryschemeofwork.com/> for curriculum overview

50. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

- The SoW is designed is be progressive.

b. In the development of skills?

- We have developed an RE skills progression document which outlines the different skills that the children need to master in each year group.

Resources

51. Are the resources sufficient to support the RE programme? **Yes/No**

52. Are there any resources that you would recommend to other schools?

- A Child's Eye View of Festivals – DVD – Very good resource for EYFS and Key Stage 1 children to introduce different festivals.

53. Are there any resources that you are lacking?

- We have bought a new set of bibles, but we were only able to buy 15 instead of a class set.

54. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

- This is something we would like to do to enhance our curriculum.

55. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll: 224

56. Name of subject leader: Kate Barlow-Kempster

57. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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58. Other comments/notes (Continue overleaf if necessary)

Appendix A

RE School Self-Evaluation (Secondary)

School: St Clare's

School Type

Thurrock SACRE has a statutory responsibility to monitor provision for Religious Education in the borough. SACRE can use this information to make recommendations to Thurrock Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the Associate Adviser; Deborah Weston - deborah@retoday.org.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

SMSC whole school strategy

Pastoral system

Quality of first wave teaching – RE

Challenging lessons and debate encouraged across curriculum

Use of form time – thought for day

Assembly focus

SMSC opportunities explicitly used in lessons across subjects

Two qualified RE teachers

Contemplation space

Visiting speakers

Links with external agencies

Mentoring programme

Peer support programmes

2. Where are there weaknesses/areas for improvement?

Promote more pupils to choose GCSE RE

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Our whole school strategy in which we embed SMSC with our Co-op values

4. What are your priorities for development in RE? Please attach your current development plan

Priority 1: Leadership & Management					
Objective 1.8 Monitor the impact and further embed the culture of values within the school, to ensure they are embedded in all respects. (JS)					
Success Criteria				Evaluation (RAG)	G
<ul style="list-style-type: none"> Pupil voice and lesson observations demonstrate values are embedded in the culture of the school 				PAM is used to collate evidence of SMSC. The PAM update for May 2018 shows that 38 lessons observed had explicit links to SMSC or our Co Op values. Monitoring of form time showed that 15 of the 19 tutor groups represented completed a thought for the day activity on a weekly basis.	G
<ul style="list-style-type: none"> Co-op kite mark achieved 				Kite mark achieved – Leading Autumn 2017	
<ul style="list-style-type: none"> School vision so that it is part of pupil life embedded with co-op values and British values 				Co-op values integrated into schemes of work, whole school PHSE & act of worship. Vision renew will be summer term focus	
Specifications including CPD	Lead Person	Timescale and Milestones	Resources (including time)	Monitoring (Date)	RAG
1.8.1 British values/SMSC are explicitly addressed in weekly assemblies and theme for the week.	AJJ/ JS	Weekly:	Assembly/form time	All themes are viewed a term in advance by SLT. Examples are E safety-Know your virtual friends w.b. 18/09/17, Promote and support gender equality w.b. 25/09/17, Understanding diversity-Black history month w.b. 2/10/17, Personal values-what's morally and ethically right? W.b.16/10/17, Remembrance w.b.6/11/17, Anti bullying- don't be a bystander w.b.13/11/17, Appreciate everyone's unique identity w.b. 20/11/17. Making a positive contribution	G

				12/03/18 Suffering and mental health problems 19/03/18. Show forgiveness towards those who hurt us. 26/03/18	
1.8.2 Form group monitoring focus ensures that spiritual/cultural and Co-op values are embedded.	JS	Termly: SLT/HoY drop-ins w.b. December 11 th w.b. January 17 th	Form time	Jan 2018 inset day AJ outlined expectations re: SMSC in form time. Jan/Feb/March 2018 drop ins by JS to monitor consistency. May 22 nd 2018 School Council feedback states that "Thought for the Day" initiative is a regular aspect of form time.	W
1.8.3 Explicit opportunities for SMSC within lessons are used to ensure SMSC is fully embedded	SLT	Termly Monitoring focus on SMSC during learning walks to ensure it is embedded. Health check focus: MFL 13/11 Humanities 13/12/ Science 19/02	Observation time	All observation pro-formas ask the specific question: "Was SMSC evident in the lesson?". A section on PAM explicitly records SMSC. CPD observations, HODs reminded to complete all sections of PAM. From 75 observations on PAM 26 record SMSC. This will be monitored in the Summer term to evidence improvement-Update for May 2018 is that 38 lessons in May explicitly referred to SMSC.	
1.8.4 Promotion of pupil debate about up to date issues is promoted through a variety of mediums	Head Boy/Girl	Daily Live news coverage on the screens at breakfast/break and lunchtime promotes debate. Range of discussion questions in bulletin		S W has set this up. AP actioned in line management meeting w.b. 11/12/17. Constant live feed of BBC news update shows on the screens.	G
1.8.5 Form time self-study develops	JS	Weekly Monitoring of revision and	Form time	SLT link visits form group weekly to monitor independent revision.	G

pupil self independence		self-study in form time to ensure that they are firmly embedded.		Lecture style sessions being trialled in March '18. Survey monkey questionnaires gathered pupil and parent views. 91% of year 11 pupils stated that the assembly and or form time revision were beneficial.	
1.8.6 Good achievement of Co-op kite mark verifies embedded values	AH	Achieve co-op kite mark by June 18		Kite mark achieved – Leading status awarded Autumn 2017.	G
1.8.7 All stakeholders know, value and have a voice in the school vision	AH	Promote through technology: Bulletin by Nov 17 Re-new classroom displays Email signature Termly feedback sessions in form – Dec 17, March, 18, June 18		Our vision is widely publicised e.g. SLT emails all include our vision. Staff wellbeing questionnaire feeds into vision. School Council reviews key policy e.g. anti bullying, behaviour and uniform policy.	

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?

Results

Teaching over time records

Pupil interviews with books

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Schools may wish to refer to one of the following sets of criteria to help with this judgement:

- a. <http://www.re-handbook.org.uk/section/managing/self-evaluation-in-re/effectiveness-of-provision/>
- b. <http://www.reqm.org/media/file/school-evidence-form-13-06-2016.doc>

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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8. Why have you chosen this grade?

Quality of teaching

Pupil / parent view of RE

Cross school strength

Continuing professional development in RE

9. What CPD has the subject leader taken part in (over the last year) and what was its impact?

Exam marking and update courses x 3

Whole school strategy of CPD across wide range of teaching including shadow learning walks with SLT and visiting other school.

10. What CPD have other teachers taken part in (over the last year) and what was its impact?

11. Do you have links with a local group of teachers in Thurrock?
(Yes: please list below/No/No but I'd like to know more)

Yes we run network meetings and member of SACRE plus exam board meetings & shared moderation

Timetabling of RE

12. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

Individual lessons in KS3

RE GCSE runs at KS4 plus integrated / combined studies

13. How much time does each pupil spend on RE-related work each week?

Key Stage 3:

2.5 hours not including cross curricular work

Key Stage 4:

1 hour not including drop down days & cross curricular activities

Post-16:

14. Who delivers the RE in your school?
a. How many individual teachers?

Two

- b. How many teachers with post-A level qualifications in the subject?

Two

- c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject?

Both RE teachers also teach Sociology

Agreed Syllabus

15. If your school is an Academy, have you chosen to adopt the Thurrock Agreed Syllabus Yes/No <http://www.Thurrockrenet.co.uk/agreed.html>

Cannot open this but we follow guidelines

16. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

17. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

18. If you answered 'No' to question 18 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus

Scheme of work (SoW)

19. When was the current SoW drawn up or revised?

September and reviewed annually

20. To what extent does it match the requirements of the Agreed Syllabus you have adopted? E.g. <http://www.Thurrockrenet.co.uk/agreed.html> Fully/
Mostly/Not at all

If not fully explain how you intend to address this

21. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Please see website

22. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Linked to flightpath success criteria

b. In the development of skills?

Skills build with age related expectations

Resources

23. Are the resources sufficient to support the RE programme? Yes/No

24. Are there any resources that you would recommend to other schools? (happy to share)

25. Are there any resources that you are lacking?

26. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Rev John Guest - St Margaret's Church, Stanford le Hope

Deborah Weston

Om Dhir - Radha Krishna Temple, Romford

27. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Radha Krishna Temple, Romford

St Margaret's Church, Stanford le Hope

Sikh Gudwara Temple, Grays

Management and Organisation of RE

No. of students on roll : 1135

28. Name of subject leader: Anjella Jellicoe

29. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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30. Other comments/notes (*Continue overleaf if necessary*)