

<b>15 October 2014</b>		<b>ITEM: 8</b>
<b>Standing Advisory Council for Religious Education</b>		
<b>Academy Responses To The Local Agreed Syllabus</b>		
<b>Report of:</b> Deborah Weston, RE Consultant		
<b>Wards and communities affected:</b> All	<b>Key Decision:</b> Non-key	
<b>Accountable Head of Service:</b> Mike Peters, (Interim Strategic Lead) School Improvement, Learning & Skill		
<b>Accountable Director:</b> Carmel Littleton, Director of Children's Services		
<b>This report is public.</b>		

## **EXECUTIVE SUMMARY**

This report was commissioned in order to identify the level of demand for the local Agreed Syllabus in the Academies in Thurrock. It shows that the majority of Academies who have a choice over whether or not to adopt the local Agreed Syllabus for RE have chosen to do so. This means that SACRE can expect a good level of commitment and support for the revision to the Agreed Syllabus.

### **1. RECOMMENDATIONS:**

**That SACRE:**

- 1.1 Ask all schools to allow their subject leaders to be involved in the Agreed Syllabus working group.**
- 1.2 Continue to make its Agreed Syllabus and supporting materials available to all schools in Thurrock whether or not they are academies.**
- 1.3 Agrees to begin the process of revising its Agreed Syllabus using the timeline in appendix 1 as a starting point.**

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

- 2.1 In order to prepare for the revision of the Agreed Syllabus, SACRE asked the Associate Adviser to survey the Academies in Thurrock to determine the level of support for the Agreed Syllabus. The following 18 academies responded:**

Herringham Primary Academy	TAS
Quarry hill Academy	TAS
Abbots Hall Primary Academy	TAS
Benyon Primary School	TAS
The Ockendon Academy	TAS
Beacon Hill Academy	Own syllabus
William Edwards	Own syllabus
Gable Hall school	TAS
THE HATHAWAY ACACEMY	TAS
Stanford -le - Hope as part of St Cleres Multi Academy Trust	TAS and own syllabus
St Cleres	TAS with some adaptation
Belmont Castle	TAS
Woodside Academy	TAS
The Gateway Academy	Own Syllabus
Harris Primary Academy Chafford Hundred	TAS
Thameside Primary School	Essex
West Thurrock Academy	TAS
Shaw Primary Academy	Own syllabus

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

As shown in appendix 2, the majority of academy schools in Thurrock (68.4%) have chosen to follow the Thurrock Agreed Syllabus. It might be predicted that a similar pattern would continue in the 11 that did not respond.

SACRE has a legal responsibility to recommend an Agreed Syllabus to the council. SACRE needs to decide what kind of support for this project it might expect from the academies. That contribution might be financial though that carries certain risks or it might be 'in kind' in the form of support from the schools by teachers in the work surrounding the revision and follow up activities.

### 4. REASONS FOR RECOMMENDATION:

- 4.1 The recommendations are made in order to fulfil the responsibility of a SACRE to establish an Agreed Syllabus Conference to revise its Agreed Syllabus once every five years.

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

- 5.1 Not applicable.

### 6. IMPACT ON CORPORATE POLICIES, PRIORITIES, PERFORMANCE AND COMMUNITY IMPACT

- 6.1 None.

### 7. IMPLICATIONS

## 7.1 **Financial**

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

There are no financial implications to this report

## 7.2 **Legal**

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

The Authority is under a duty imposed by s390 of the Education Act 1996 (the Act) to constitute a standing advisory council on religious education. Schedule 31 of the Act imposes a duty to convene a conference for the purpose of reconsidering the syllabus.

## 7.3 **Diversity and Equality**

Implications verified by: **Samson DeAlyn**  
Telephone and email: **01375652472**  
**Sdealyn@thurrock.gov.uk**

Academies must make provision for RE for all pupils according to the terms of their funding agreements. Where an academy has chosen to follow the Thurrock Agreed Syllabus, the review and revision of the syllabus will take on board conclusions previous SACRE meetings about increased religious and ethnic diversity of Thurrock. Where a different syllabus has been chosen or the school has chosen to devise its own, it is not clear whether or not that is the case and whether children in those schools will receive sufficient knowledge and understanding of the diverse traditions of religion and belief in Thurrock.

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

None.

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

N/A.

### **Report Author Contact Details:**

**Name:** Deborah Weston  
Associate Adviser for Religious Education



## APPENDICES TO THIS REPORT:

- Appendix 1: Proposed timeline – this may need to be adapted since the inquorate meeting last term will cause some delay.

### New Agreed Syllabus: Draft timeline for discussion

<b>Summer Term 2013</b>	<b>Initial discussions</b>	<ul style="list-style-type: none"> <li>• Deborah Weston and Ruth Brock agree an outline budget for the review of the Thurrock Agreed Syllabus</li> <li>• Estimate a budget of £10,000 over two financial years</li> </ul>
<b>Autumn Term 2013</b>	<b>SACRE meeting Initial review stage</b>  <b>Plan Pupil voice conference – for Autumn 2014</b>	<ul style="list-style-type: none"> <li>• SACRE to agree an outline programme of review for the syllabus</li> <li>• SACRE agree membership of small Agreed Syllabus Review Group</li> <li>• draft and execute questionnaire to consult with teachers about their views on the revision</li> <li>• Questionnaire to all schools – via ‘survey monkey’ – RE Today services will develop this.</li> <li>• consult students about Religious Education in Thurrock</li> </ul>
<b>Spring Term 2014</b>	<b>Establishing review group</b>  <b>First meeting of Review Group Initial drafting</b>  <b>Report to SACRE summer term meeting</b>	<ul style="list-style-type: none"> <li>• Identify a group of 6-8 excellent Thurrock teachers of RE, including teachers from 4-11, 11-16 and SEN settings to join the AS Review Group</li> <li>• Identify dates for meetings, and call first meeting.</li> <li>• Consultants from RE Today propose a timeline,</li> <li>• Draft contents page for the syllabus in detail (this commissions the consultants writing and guides the process, via SACRE and the AS Review Group)</li> <li>• Agreed Syllabus Review Group considers questionnaire responses and other guidance documents to evaluate the possible directions and developments of the syllabus.</li> <li>• Making RE local – development of ways to do this more practically and for wide use, e.g. relating to faith trails in Thurrock, and the wide diversity of the LA area.</li> </ul>
<b>Summer Term 2013</b>	<b>Second meeting of AS Review group</b>  <b>First and second Autumn Term SACRE meetings</b>	<ul style="list-style-type: none"> <li>• AS Review Group considers report from the National RE Review (to be published in September 2013 alongside final National Curriculum documents. Make recommendations to SACRE</li> <li>• Consultants to draft initial materials – possible contents page, sifting and merging of current requirements, working group commissions consultants to write requirements for KS 1, 2, 3. FS, SEN and 14-19 sections to be drafted and considered by working group</li> <li>• Draft assessment ideas that take account of APP, 8 levels and “I can...” work as new assessment and accountability processes to be finalised by the DfE</li> </ul>

		<ul style="list-style-type: none"> <li>• Discuss illustration of the syllabus: photography, pupils work, local religion</li> <li>• Support materials to be considered: how far down the road to creating a more helpful / detailed scheme of work can we get?</li> </ul>
<b>Spring Term 2014</b>	<b>Third meeting of AS Review group</b>  <b>Spring Term SACRE meeting</b>	<ul style="list-style-type: none"> <li>• Pupil voice conference to take place* (see below)</li> <li>• Agreeing texts for each section of the syllabus</li> <li>• Assessment issues: what support, guidance, instruction is needed?</li> <li>• 4-19 check</li> <li>• Keeping abreast of DfE policy and guidance</li> </ul>
<b>Summer Term 2014</b>	<b>Final meeting of AS review group</b>	<ul style="list-style-type: none"> <li>• Check all draft materials and agree final versions</li> <li>• Consider production issues and consider advantages and disadvantages of online versus hard copy –decide on budget allocation</li> <li>• Plan launch and implementation programme</li> </ul>
<b>July / September 2014</b>	<b>Syllabus approvals</b>	<ul style="list-style-type: none"> <li>• SACRE / ASC to approve the syllabus</li> <li>• Senior education staff to approve – e.g. education cabinet member.</li> <li>• Production and printing</li> </ul>
<b>October / November 2014</b>	<b>Syllabus launch and implementation</b>	<ul style="list-style-type: none"> <li>• Plan to maximise the impact of the syllabus on quality and standards</li> <li>• Event to launch the syllabus</li> <li>• CPD for primary and secondary colleagues</li> <li>• Guidance for SIPS, Governors, HTs and teachers of RE</li> </ul>

1. Which option for making provision for RE have you chosen for your academy?

	Response Percent	Response Count
<b>1. To adopt the Thurrock Agreed Syllabus for RE</b>	<b>68.4%</b>	<b>13</b>
<b>2. To adopt a different Agreed Syllabus for RE (please specify below)</b>	5.3%	1
<b>3. To adopt your own syllabus for RE which meets the same legal requirements for RE as those above.</b>	26.3%	5

2. How many teaching staff at the Academy teach RE for the main part of their timetable?

	Percent	Count
<b>0</b>	<b>40.0%</b>	<b>8</b>
<b>1</b>	10.0%	2
<b>2</b>	15.0%	3
<b>3</b>	10.0%	2
<b>4</b>	5.0%	1
<b>5</b>	0.0%	0
<b>6</b>	0.0%	0
<b>7</b>	0.0%	0
<b>8</b>	0.0%	0
<b>9</b>	0.0%	0
<b>10</b>	0.0%	0
<b>More than 10</b>	20.0%	4

### 3. How many teaching staff at the Academy teach RE in total?

	Response Percent	Response Count
0	0.0%	0
1	0.0%	0
2	0.0%	0
3	5.3%	1
4	10.5%	2
5	5.3%	1
6	5.3%	1
7	15.8%	3
8	5.3%	1
9	5.3%	1
10	5.3%	1
<b>More than 10</b>	<b>42.1%</b>	<b>8</b>