

NOTICE OF MEETING

Standing Advisory Council on Religious Education

Wednesday 14 November 2018, 5.00 pm

Council Chamber - Time Square, Market Street, Bracknell, RG12 1JD

To: The Standing Advisory Council on Religious Education

Councillor Dr Gareth Barnard, Bracknell Forest Council
Madeline Diver, Associations Representing Teachers (VOICE)
Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Councillor Ian Leake, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Rev Jackie Case, Free Churches - Methodist
Wayne Erasmus, Free Churches
Ruth Jackson, NAHT Headteacher
Kathy Hadfield, Co-opted Member
Carol Logan, Church of England
Deborah Owen, National Union of Teachers (NUT)
Arfan Rashid, Muslim faith
Rabbi Zvi Solomons, Jewish faith
Robyn Lynch, Catholic Church

Gill Vickers
Executive Director: Delivery

EMERGENCY EVACUATION INSTRUCTIONS

- 1 If you hear the alarm, leave the building immediately.
- 2 Follow the green signs.
- 3 Use the stairs not the lifts.
- 4 Do not re-enter the building until told to do so.

If you require further information, please contact: Lizzie Rich
Telephone: 01344 352253
Email: lizzie.rich@bracknell-forest.gov.uk
Published: 6 November 2018



Standing Advisory Council on Religious Education
Wednesday 14 November 2018, 5.00 pm
Council Chamber - Time Square, Market Street, Bracknell, RG12
1JD

Sound recording, photographing, filming and use of social media at meetings which are held in public are permitted. Those wishing to record proceedings at a meeting are however advised to contact the Democratic Services Officer named as the contact for further information on the front of this agenda as early as possible before the start of the meeting so that any special arrangements can be made.

AGENDA

Page No

1. **Election of Chair and Vice-Chair**
2. **RE Ambassador - Presentations from Ranelagh**
3. **Welcome and Apologies for Absence**
4. **Minutes of the Previous Meeting**
To approve as a correct record the minutes of the meeting of the Committee held on 20 March 2018 (including the Agreed Syllabus Conference) 3 - 10
5. **Membership Update**
6. **Annual Report** 11 - 18
7. **Hub Forward Plan** 19 - 20
8. **Guidance Material Samples**
Including 7 point planning process, planning using the syllabus and the two unit plans 21 - 34
9. **Westhill Bid - suggestions for extending the Crossing the Bridges project**
10. **Commission on RE and NASACRE response**
The Final Report of the Commission on RE can be found online at the following link: 35 - 38
<https://www.commissiononre.org.uk/final-report-religion-and-worldviews-the-way-forward-a-national-plan-for-re/>
11. **Any Other Business**
12. **Dates of Future Meetings**
7 March 2019
4 July 2019
13 November 2019

**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
20 MARCH 2018
17.00 – 18.00**



Present:

Councillor Dr Gareth Barnard, Bracknell Forest Council (Chairman)
Madeline Diver, Associations Representing Teachers (VOICE) (Vice-Chairman)
Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Arfan Rashid, Muslim faith

Apologies for absence were received from:

Councillor Mrs Dorothy Hayes MBE, Bracknell Forest Council
Wayne Erasmus, Free Churches
Kathy Hadfield, Co-opted Member
Carol Logan, Church of England
Robyn Lynch, Catholic Church
Steve Bogg

61. Welcome

The Chairman welcomed members to the meeting.

At the commencement of the meeting, it was noted that a quorum was not present. Rather than deferring all items until the next meeting, those present agreed to discuss the items informally in order to give the officers a steer on how to progress the matters.

62. Minutes of the Previous Meeting

The minutes of the previous meeting held on 8 November 2018 were approved as a correct record.

63. Matters Arising

There were no matters arising from the minutes

64. Membership Update

SACRE discussed the current challenges with Membership and attendance and sought solutions. It was emphasised that SACRE had a clear role and in encouraging better attendance it was hoped to reflect the multi-faith nature of SACRE.

Following questions and discussion the following points were raised:

- An advert would be put in 'The Door' to advertise for Church of England representatives (**Action: Anne Andrews**)
- It was proposed that the constitution is changed to allow Substitute Members which would mean the time commitments per person would be reduced.

- Constitutionally, substitutes would be able to attend meetings as votes were allocated as one per group regardless of how many attend.
- It was noted that many SACRE's had problems attracting members
- In future, meetings would aim to be completed in 60 minutes and no longer than 90 minutes
- Clerk to send email regarding meeting times to see if there would be a more convenient time or day. The email would also ask if there were any barriers to attendance.
- It was intended that there may be sections in future where item's were 'to note' only and therefore not need to take up meeting time.
- It was proposed that presentations would be given from Ranelagh School about their RE representatives.
- Madeline agreed to write out to her contacts to ask for representatives
- It was noted that changes to the constitution should go through April 2018 Council meeting.
- It was noted that virtual decision making could also be implemented.

65. **Annual report Including A-level report**

The annual report had been circulated to SACRE members with a request for comments and where committee members were unable to attend, comments had been provided by email.

Currently the phrasing around Councillors needing to leave meetings early was considered too harsh and could be framed in a more positive light as the input and attendance from Councillors was very good. SACRE was reviewing start times to reflect evening commitments.

It was noted that the report would be uploaded to NASACRE website once final change has been made.

The Religious Education (RE) A-level results were in line with the national average and had fallen since the year before. It was acknowledged that the results were hard to benchmark as the curriculum had changed so much since previous years.

The non compliance was considered more of a concern but thanks were given to schools who have maintained the amount.

It was acknowledged that SACRE needed to understand the real reasons why non-compliance had happened. It was a complex picture, and it was questioned how SACRE could reach out to schools about how the value sets reach across faiths. It was acknowledged that schools were under a lot of pressure from other curriculum areas

It was noted that some schools studied RE under a different name (Faith and Belief, philosophy and ethics, or part of PSCHE.) and therefore the data may not accurately portray how much was being undertaken. The report did however give an excuse to contact individual schools to investigate further which could then be cascaded to primary schools.

It was acknowledged that topic would need to be revisited when the full report was published which was due in September 2018. It was felt that it was important to focus on the positive action which was happening within schools even if they weren't totally compliant and that a sensitive approach was important.

It was questioned what the final figure was for students who had taken A level RE and this was confirmed as 46 which was a small increase on year before.

66. **Budget**

It had agreed that Anne Andrews would continue to be employed for 5 years
(Action: formal confirmation from Steve Boggs required)

It was requested that an update be given at the next meeting on whether there are any additional funds available.

It was noted that SACRE members should have oversight of how budget is spent resourcing SACRE

67. **NATRE**

Information had been provided from Deborah on non compliance by Schools on Religious education targets. This was an issue which NATRE were aware of however it was noted that data mining would need to be undertaken to understand to what extent schools were fulfilling the statutory entitlement.

It was noted that Religious education was often given a different name in schools now and a better understanding of the issue was required.

68. **Matters arising from NASCARE**

These matters were covered elsewhere in the meeting.

69. **Any Other Business**

It was agreed that a plan for the next 12 months of SACRE would be beneficial as it would set out what needed to be accomplished in the coming months and set out why SACRE is so important. For the Autumn meeting, RE ambassadors from Ranelagh School would be invited to talk about what they're doing in Jennets Park.

It was emphasised that SACRE was keen to engage new Members who may not know what the SACRE objectives were or what the required contribution was. It was acknowledge that SACRE member contributions were really valued and had a positive impact on the children and their religious education in the Borough. The guide would contain a one page short guide to SACRE which would be created to help encourage membership and include examples of where SACRE had done something significant and important. For example, the Crossing the Bridges project had a lot of impact.

70. **Dates of Future Meetings**

Due to the meeting not being quorate, a new meeting date would be arranged with potential dates as 16 May or 23 May. The date would be confirmed following consultation with SACRE members. It was noted that the meeting would need to be quorate and would focus just on the agreed syllabus.

This page is intentionally left blank

**STANDING ADVISORY COUNCIL ON
RELIGIOUS EDUCATION
20 MARCH 2018
6.00 - 6.30 PM**



Present:

Councillor Dr Gareth Barnard, Bracknell Forest Council (Chairman)
Madeline Diver, Associations Representing Teachers (VOICE) (Vice-Chairman)
Councillor Ms Moira Gaw, Bracknell Forest Council
Councillor Mrs Isabel Mattick, Bracknell Forest Council
Arfan Rashid, Muslim faith

Apologies for absence were received from:

Wayne Erasmus, Free Churches
Carol Logan, Church of England
Robyn Lynch, Catholic Church
Steve Bogg

71. Minutes of the Previous Meeting

The minutes of the meeting held on 8 November 2018 were approved as a correct record.

72. Matters Arising

There were no matters arising.

73. Agreed Syllabus Review

Anne Andrews updated SACRE on the comments regarding the Agreed Syllabus from Robyn Lynch who said the Agreed Syllabus was still not as concise as teachers were requesting. It was also commented that the 2 learning strands do not help with planning for non specialist teachers.

Following questions and discussion, the following points regarding the Syllabus were raised:

- The section about process should be moved to higher up in the document
- There are two planning processing being set which looks different. It was questioned whether the points on page 10 could be located at the start of the document along with some examples
- Arfan agreed to feedback on the key principles of Islam listed.
- It was noted that the theme of charity was not listed but an important aspect of all religions
- The syllabus should be simple and straight forward and easy to use
- The forward was too long and it was recommended a succinct summary could be useful for teachers.
- Concerns were raised that the length of the document could mean it wasn't inspiring for teachers.

- Concerns were raised that there were lots of fact presented in the syllabus, but not much regarding British values and wellbeing which was important for children to have emotional resilience and wellbeing.
- No assessment criteria currently existed in the Syllabus. However, this could be included in the summary pages.
- It was noted that assessment could be done via a presentation
- It was considered important that the criteria which the students were being judged against had age related expectations with outcomes based on acquiring knowledge.
- The aim of the syllabus was for children to be able to discuss a range of faiths in an informed, inclusive and respectful way and this should be reflected in the assessment aims.

74. Syllabus Forward

Following discussion it was agreed that as part of the Bracknell Forest forward to the Syllabus that a summary is produced to draw teacher's attention to the main points and what is available to be used as a resource.

It was suggested that the key questions could be listed on the first pages and the rest could be an online resource. This would be less intimidating for teachers to have a look at and had the advantage being able to be printed and sent to local teachers. This would also mean SACRE could adapt the syllabus year on year following feedback from Teachers.

75. Syllabus Publication

The Agreed Syllabus would be published once it had been agreed by a quorate SACRE at a later meeting

76. Revised Syllabus launch Events

It was noted that another local SACRE was having a teachers conference to launch the event which had raised lots of interest and it was suggested that Bracknell Forest could do the same. Potential dates were considered as the start of July with venues and potential dates being investigated further outside of the meeting.

It was noted that the launch would need to be before the summer holidays so teaching could commence in September 2018.

It would be investigated whether elements could be recorded for anyone who could not make the conference. Any videos or snippets could be circulated and also put online via social media.

77. SACRE Training sessions

SACRE training sessions would be discussed at the next meeting.

78. Important Dates

A meeting would be held in May to discuss the Agreed Syllabus and an email would go out to SACRE members to confirm.

79. **Any Other Business**

There was no other business.

80. **Dates of Future Meetings**

As detailed the next meeting would be held in May with the date to be confirmed depending on availability.

This page is intentionally left blank



Annual SACRE Report 2017-18

The SACRE has several aspects to its role. These include:

- ❖ Advising the local authority on matters relating to collective worship and religious education
- ❖ Advising on methods of teaching and resources for religious education
- ❖ Considering requests for determinations from any schools which apply to have daily worship which is other than of a broadly Christian character
- ❖ Identifying and revising an Agreed Syllabus for religious education

In principle, every pupil is entitled to RE of the highest quality... A core duty of the SACRE is to gain an overview of the quality of the RE provision in LA Maintained schools and to develop effective strategies to promote the highest standards." - National Association of SACREs (NASACRE)

To help with this endeavour the Bracknell Forest Borough SACRE works with NASACRE (the National Association of SACREs), the Diocese of Oxford and the other Berkshire SACREs.

This report sets out a summary of the work of the Bracknell Forest SACRE over the academic year 2017 - 2018.

The minutes of the meetings which give more detail can be found at

<http://democratic.bracknell-forest.gov.uk/mgCommitteeDetails.aspx?ID=157>

For more information about the role and business of the SACRE please contact:

The Clerk: Derek.Morgan@bracknell-forest.gov.uk

The Local Authority Officer: Steve.Bogg@bracknell-forest.gov.uk

Adviser: anne.andrews@oxford.anglican.org 07884 655097

Introduction

Advice Offered

a) Local Authority:

- Advice was given that with the merger of the NUT and the ATL that the constitution of Group C needed to be amended;
- Advice was also given that substitutes should be able to be sent to meetings as currently happens at other bodies such as school's forum;
- The budget for SACRE needs to be shared with SACRE and SACRE needs to be better funded;
- Advice was given that a survey of SACRE members needed to be carried out to address the issues of attendance.
- They were advised that an Agreed Syllabus Conference needed to be established for the duration of this academic year for the purposes of reviewing the syllabus.
- Advice was given to accept the revised syllabus, write a foreword and host the document on the Bracknell SACRE website.
- A request was made to pay the NASACRE subscription for the current academic year and to book a place at the NASACRE AGM for May.
- The LA was advised that there was value in maintaining the financial commitment to the Pan-Berkshire hub, and that the aims of the hub were in accord with the aims of the SACRE.
- The LA was informed that there should be sufficient funds for SACRE, according to a letter from the minister for education shared by NATRE/NASACRE.

b) Schools:

- Advice is offered to schools mainly through the termly newsletters and the termly RE network meetings;
- Topics covered included the purpose of RE, creative and engaging activities, concepts in the new syllabus, sharing good practice, exam season and Ramadan and resources for the subject leader
- The new syllabus was launched at a training event attended by teachers and head teachers.

c) Government:

- SACRE has not offered any advice to the government this year.

d) Response:

- The LA has agreed to both the constitutional changes suggested and a survey has been sent to all SACRE members. The results will be collated over the summer and the timing of SACRE meetings will be decided on as a result.
- The ASC was duly convened and operated for the academic year.
- The illness of the local authority officer has delayed information about the budget being shared with SACRE. This hopefully will be resolved in the new academic year.
- Schools receive the advice but have yet to engage fully with SACRE in terms of feeding back.
- The syllabus has been ratified and accepted. *It has yet to be uploaded to the website*
- The NASACRE subscription was paid and a place booked at the NASACRE AGM

Standards, quality & provision of RE

- a) Public exams: (see appendix) Results will not be available until January
- b) Attainment in RE:
 - SACRE has no real insight into the standard of attainment in RE, although as most of the OFSTED reports suggest that attainment in subjects other than English and Maths is not as high, it can be presumed that this is the case in RE as well.
- c) Quality of provision:
 - 5 OFSTED reports have included references to broad and balanced curriculum, the way that RE is contributing to preparation for life in Modern Britain and SMSC and that pupils were able to talk about the differences between religions and cultures.
 - There were no negative comments about RE in any of the OFSTED reports from this year's inspections.
 - The only VC school in the local authority to have had a SIAMS inspection is reported to be offering effective RE, which pupils enjoy and commented on their learning about Hinduism.
- d) Withdrawal: No schools have sought support with issues of withdrawal.
- e) Complaints: No complaints have been received by SACRE about either the quality or provision of RE.

Agreed Syllabus

- a) Review:
 - The review of the syllabus has absorbed most of the efforts of SACRE 2017-18.
 - The review has been undertaken in conjunction with the other five Berkshire SACREs (the Pan-Berkshire Hub)
 - It has undergone several drafts and was finally approved on the 19th June.
 - All 6 SACREs have endorsed the new slimmed down syllabus.
 - The syllabus launch was hosted by the Local Authority.
 - The revised syllabus has been sent to NASACRE.
 - The revised syllabus contains only the statutory material and is therefore much shorter than the previous syllabus. It also contains outcomes for each phase which should help teachers with maintaining challenge and assessing progress.
 - Separate guidance and support material will be produced
- b) Date of next review
 - Under current legislation the next syllabus review will not take place until 2023

Standard, quality & provision of Collective Worship

- a) Compliance:
 - Several schools that did not have CW policies on their website when the survey was carried out last year have since sent CW policies in to SACRE.
 - OFSTED has made no mention of schools not complying
- b) Quality:

- The plan for a CW roadshow to raise the standard of CW in schools had to be abandoned with the resignation of the chair, who was driving the initiative and the lack of budget provided by the LA.
 - As OFSTED makes no mention of CW but refers frequently to the quality of SMSC and community cohesion it must be assumed that CW is making an effective contribution to school ethos.
- c) Determinations:
- In the previous annual report, it was mentioned that a school was seeking a determination. A change of headteacher however has removed that request, so no requests for determinations have been either received or granted, although a process now exists for such an eventuality.
- d) Complaints:
- No complaints have been received about CW

Management of SACRE

- a) Attendance:
- Attendance at SACRE meetings this year has been below the usual.
 - There have been several reasons for this: the sudden resignation of the previous chair at the same time as a change of clerk, or local authority officer and membership.
 - One meeting had to be rescheduled as so many notifications of apology had been received that it would not be quorate.
 - The rescheduled meeting was sadly also not quorate. Consequently, the chair cancelled the third scheduled meeting of the year and the acceptance of the syllabus was carried out by email.
 - A survey has been sent to all SACRE members to try to establish a better day/time/venue for the SACRE meetings.
- b) Membership and training:
- There continue to be 10 vacancies, as three members have resigned during the year and not been replaced.
 - Most of the vacancies are within the group A faith representatives. Bracknell Forest has only recently undergone a demographic change to a more multi-cultural society, and so organised faith groups are not yet well established.
 - The constitutional change has not yet encouraged a wider range of teachers to join.
 - An approach from a humanist was discussed, but as he declined to attend the meeting, or put anyone forward for nomination, no humanist has been either co-opted or appointed.
- c) Complaints: SACRE has not had to deal with any complaints

Contribution to Local Authority Wider Agenda

- a) Contribution to other agendas
- b) LA public sector equality
- c) School support:

- a. School support has been offered through the SACRE newsletter, the RE network meetings and by email.
 - b. The LA has not requested any specific RE/CW support for any schools.
- d) Broader initiatives

Summary

2017-18 has been a tough year for Bracknell Forest SACRE. Changes of membership, particularly of the support partners have unsettled things, and the focus on the syllabus review, with a smaller number of people, has meant that there has been little engagement with anything wider. The educational environment is still challenging; the NATRE State of the Nation report, the interim report from the Commission on RE and the change in education secretary have all contributed to a sense that RE is at a watershed moment.

The development of the revised syllabus has, however, been positive. The teachers involved are very pleased with the new, much more succinct document, where each key stage is presented on a double-page spread with outcomes and key questions together. SACRE members were also satisfied that many of the suggestions that they made during the process were able to be incorporated into the finished document. The inclusion of Islam in Key Stage 2 and a non-religious worldview in Key Stage 3 reflects the changing demographic of Bracknell.

The new chair is keen to see SACRE engage more with RE and CW in the local authority area, particularly picking up the concern over low levels of aspiration seen among many students. The inclusion of outcomes in the revised syllabus will hopefully contribute to this.

As adviser to SACRE my hope is that the Local Authority will be more proactive in sharing OFSTED reports, concerns about RE or CW and other interfaith and school matters.

We will need to ensure that SACRE maintains the subscription to NASACRE, engages with the Commission on RE report when it is released and makes some response to the NATRE workforce survey.

Anne Andrews (Adviser to SACRE)

SACRE Membership and Attendance 2017-18

Group Represented	Name	8 November 2017	20 March 2018	Meeting Cancelled
Free Church (A)	Rev Jackie Case	Apologies	X	
Free Church (A)	Wayne Erasmus	Present	Apologies	
Free Church (A)	VACANCY			
Catholic (A)	Juanita Dunlop	Apologies	X	
Catholic (A)	Robyn Lynch	Present	Apologies	
Muslim (A)	Arfan Rashid	Present	Present	
Sikh (A)	VACANCY			
Hindu (A)	VACANCY			
Buddhist (A)	VACANCY			
Jewish (A)	Zvi Solomons	Apologies	X	
C of E (B)	Richard Harling	X	Resigned	
C of E (B)	VACANCY			
C of E (B)	VACANCY			
C of E (B)	Carol Logan	Present	Apologies	
Teacher/union (C)	VACANCY			
Teacher/union (C)	Madeline Diver (Vice chair)	Present	Present	
Teacher/union (C)	Deborah Owen	Present	X	
Teacher/union (C)	VACANCY			
Teacher/union (C)	Ruth Jackson	Present	X	
Teacher/union (C)	VACANCY			
Councillor (D)	Gareth Barnard (Char)	Present	Present	
Councillor (D)	Dorothy Hayes	Apologies	Apologies	
Councillor (D)	Moira Gaw	Present	Present	
Councillor (D)	Isabel Mattick	Apologies	Present	
Councillor (D)	Ian Leake	X	X	
Co-opted (Bahai)	Kathy Hadfield	Present	Apologies	
OFFICERS				
School Adviser	Steve Bogg	Present	Apologies	
Professional Adviser	Anne Andrews	Present	Present	
Clerk	Elizabeth Rich/ Emma Young	Present	Present	

Key:

Present	X= no apologies	Apologies given	Vacancy
Left/resigned	Observer	New member	

GCSE: Religious Education Results 2016-17

A Level RS results

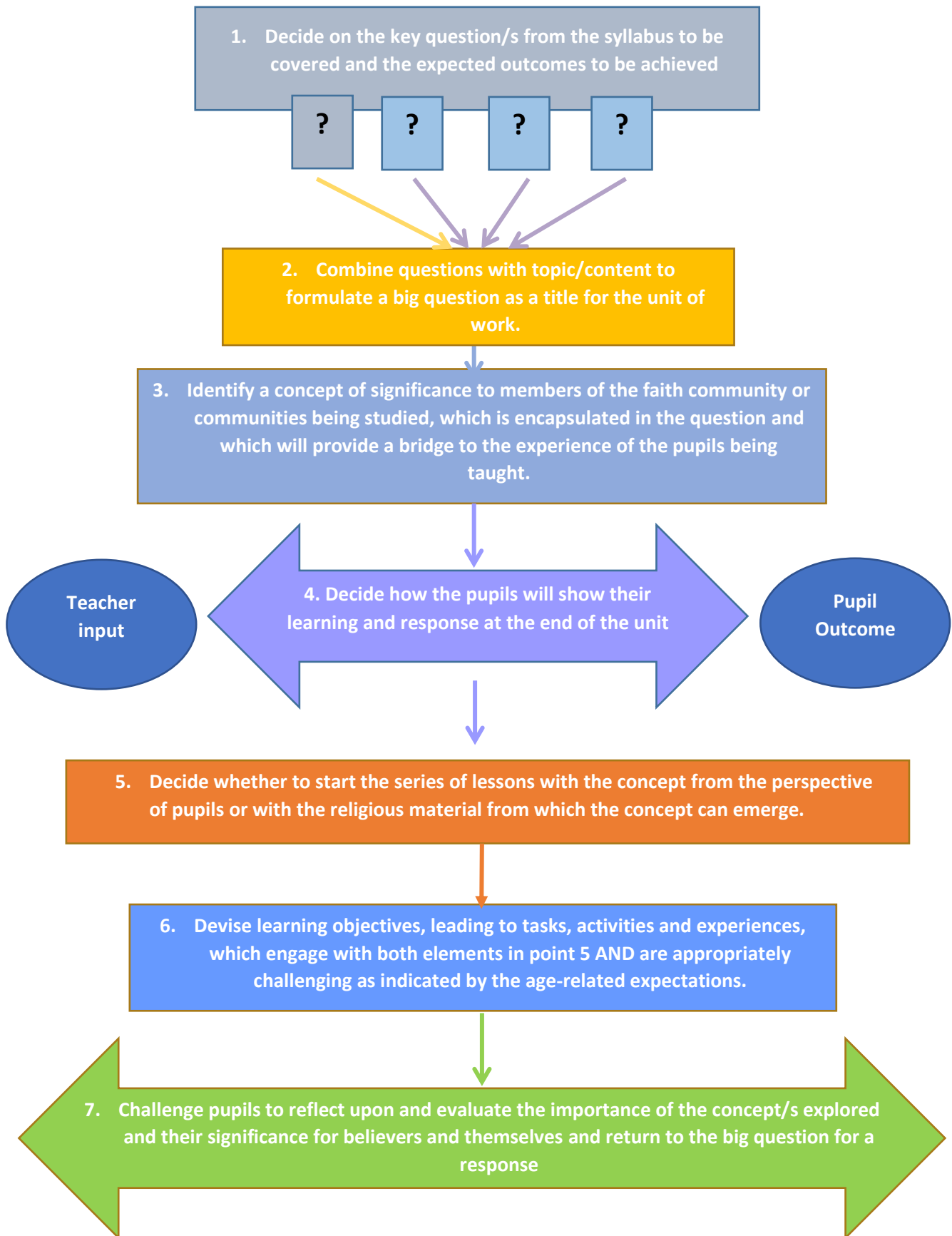
Objective	Action and Method	Success Criteria	Due Date	Who?	Cost (Budget £5600)
Support and facilitate use of the Agreed RE Syllabus 2018-2023	Update and develop the resources and guidance supporting the Syllabus. Creating concise guidance to complement existing materials: e.g. -Links to current schemes of work -Planning guidance -Key stage support material -Faith information for specific questions -New resources trialled at network meetings	Teachers able to link resources to new key questions and expected outcomes <i>New guidance material on every SACRE website</i> <i>Evidence in SIAMS & OFSTED reports that RE is being well taught</i> <i>Evidence collected by LA officers when visiting schools that materials being used</i> <i>Feedback from RE teachers at network meetings</i>	<i>In stages – new sections available at each round of SACRE meetings for a year and at hub meetings e.g. Nov 18, Jan 19, Mar 19, May 19 & June 19</i>	AA – diocesan Scheme & planning outline (1 day) DR - Discovery Scheme & selected outcome exemplars (1 Day) SACREs to identify practitioners to join working parties for each Key stage (6 practitioners @ 2 x ½ day each) Faith group reps and others to produce faith specific sections	2 days (£1000) £1200 (£1500 adviser support?)
	-Encourage each SACRE to select one member to be responsible for communications -SACRE newsletters to be shared -SACRE websites to be updated	- SACREs to have a communications rep - SACRE websites to be updated			
Facilitate successful visits to places of worship and with faith communities: Crossing the Bridges	Maintain and develop the CtB Directory and promote CtB feedback as a framework for continuous improvement. <i>A member at each SACRE:</i> -to contact current places -To contact other faith communities -To email DR with information -Advisers to mention CtB at all network meetings	Current places contact details up dated New places added – aiming to cover all faiths in each area, and worldview where appropriate DR to upload and up-date directory	<i>Member identified at November meetings</i> <i>Information to DR by 30/04/19</i> <i>Updated document by 30/06/19</i>	One member per SACRE	£500 (DR time to upload information)
	SACREs to discuss ways of raising profile	Greater publicity will lead to greater numbers at networks and conferences	Raise at Nov meetings <i>Task ongoing</i>	<i>One rep per SACRE</i> LA's need to update websites	
	Consider bidding for a Westhill grant	Bid would enable greater links between teachers, faith communities and places of worship – it would also create fresh links to the new syllabus	Hub meeting Jan 2019 Bid date March 2019	AA with assistance from SACREs	

Some things to consider

- One of the co-chairs will be present at each hub meeting – this will be in rotation (£1500)
- Admin – emails and attachments will be used as much as possible – costs kept low

This page is intentionally left blank

7-Step Planning process



This page is intentionally left blank

Planning for Religious Education units and lessons using the revised Pan-Berkshire Syllabus 2018-2023

Planning for Religious Education requires three levels of detail: long-term, mid-term and short-term, as in any other school subject.

Long-term planning is a whole school issue, as decisions will need to be made about the range of religions to be covered in each year group (or phase if you have mixed year classes). It is important that these decisions are made as a school and that the plan is followed to avoid unintentional repetition, which will interfere with pupil progress.

The syllabus recommends that one religion is the focus of each year group alongside Christianity (which should have more time dedicated to it). This means that each of the other main religions can be given a good amount of time, and it is likely that two of the religions will be shared by more than one year-group. Mixed religion units are also a possibility, particularly higher up the school. The choice of religions in a year group is entirely at the discretion of the school, and should consider school demographic, context and available resources. Other religious and non-religious worldviews can be added alongside the major faiths as appropriate.

It is not envisaged that syllabus questions will be tackled as individual units, but combined and focused (as in the previous syllabus) but schools may wish to ensure that all are covered by asking year groups to focus more on some than on others. Many of the questions cannot be dealt with in isolation and will inevitably touch on others to come to an answer. For example, Key Stage 1, question 3 “Does everyone believe the same things about God” will inevitably draw on question 4 “Why do symbols and stories play an important part in religions?” and probably questions 5 and 6 as well. Similar patterns will be seen in Key Stage 2 and 3.

Mid-term planning may be the responsibility of the class teacher, the RE subject leader or be based on a purchased Scheme of Work. The mid-term plans should contain the outline of what is to be taught, with an indication of the kinds of outcomes and activities that are suitable for the year group concerned. The level of detail required in a mid-term plan will vary between schools, but certain key elements need to be considered.

A separate document outlining a 7-Step planning process is attached. This contains a suggested way of approaching writing a unit. Clearly if a long-term plan that stipulates the question, the topic and the concept to be covered, then a teacher will engage with this from step 4 onwards.

Key elements to be considered when planning

What outcomes are envisaged at the end of the unit and how will pupils show their achievement?

It is essential that this question is considered at the beginning of detailed planning for a unit. Unless it is clear what the pupils are intended to learn and how they will demonstrate that learning, it becomes difficult to assess pupil progress and achievement. The key outcome, bearing in mind the expected outcomes from the syllabus, will be to answer the “Big question” upon which the unit is based. Being clear about this answer will help teachers to plan the learning steps that need to take place to enable pupils to answer the question.

What does the process look like in practice? An Example:

KS1:

Step 1: Choose and combine questions with the topic/content

A Christianity based unit on creation might take question 3 (Does everyone believe the same things about God?) and question 6 (How do some people's religious beliefs encourage them to care for the world). This unit will help pupils to work towards expected outcomes A (Recognise and give simple accounts of core beliefs) and D (Recognise the roles of religious leaders and sacred texts). Expectation B (Retell a range of religious stories and explain how they link to the core beliefs and practices) might be covered as well.

Step 2: Create a big question. There may be several possible questions that emerge. In a school familiar with Philosophy for Children it might be appropriate to allow pupils to generate the question.

How do most Christians believe they should treat the world?

How well do Christians show that "The Earth is the Lord's"? (a quote from Ps 24)

Does Creation help Christians to understand God?

How does the Biblical account of Creation encourage Christians to behave?

Step 3: Identify the key concept and its relevance to the pupils

The choice of question may change the emphasis on a concept, but in each of the suggested questions above the concepts are most likely to be Creation, God, Stewardship and Scripture. The balance between them will depend on the choice of texts and activities.

Step 4: Decide what pupils will do to show their learning at the end of the unit.

For example: Match some phrases from the Bible to some Christians beliefs about God.

Match some phrases from the Bible to pictures of people caring for the world/people

Create a poster for a Christian environmental event

Step 5: Decide where to start the learning

This step needs to include an introduction to the big question that is driving the unit. Finding ways to record the pupils' initial responses will enable progression to be shown by the end of the unit.

Will this begin with the religious material or the children's experiences? For example, starting from the children's experience might involve them making a model and having it broken, or perhaps the teacher making a model before lunch and returning after lunch to find it broken, discussing how it feels.

A non-religious book about the environment might be a good place to start, asking age-appropriate questions. The link below leads to some suggested books.

<https://www.penguin.co.uk/articles/children/2017/7-books-to-help-teach-children-about-the-environment/>

Starting from the religious material might mean reading the Creation story or Psalm 24 or Psalm 8 (in child friendly language of course) and allowing children to explore the meaning.

Step 6: Plan the steps between the start and the end

What texts, activities, clips or experiences do the children need to have to make the journey? If the learning is recorded in a “big book” then it will be easy to see whether the steps have been accomplished and the outcomes achieved.

Each step needs to have a clear learning objective or learning question that leads the learning enquiry. Objectives that are measurable (list, match, identify, describe, explain, annotate, note, define, underline, highlight) are better than unquantifiable ones (think, understand, know, explore). The learning objective should help pupils to know what they are doing and why. For example: Which is the most important day of creation? Circle your answer or what does the Bible say God made? Make a list (or choose pictures). Include some redundant material to make sure that children think about their answers.

Step 7: Include opportunities to reflect and evaluate their learning.

Allowing pupils to return to the big question at the end of the unit is an important step in assessing their progress, not only with the end of unit outcome, as planned at step 4, but by giving them time to reflect on the value of their learning. Has it changed how they respond? Has it changed their thinking?

Short-term planning will again require a different level of detail depending on school policy. Teacher confidence with the subject matter to be taught will also influence how much detail is required.

Lessons in RE work best when they contain a variety of activities that give pupils opportunity to deepen their learning. Pupils need to see how the learning is connected from one lesson to the next, so starting one lesson with an activity that picks up something from the previous lesson, for example a recap of the plenary or take away thought, a piece of pupil work displayed on the board for all to see or a question that was raised in the previous lesson.

Being clear about the learning objectives for each lesson is essential; a lesson needs to be driven by what pupils are learning more than by what they are doing. The activities need to enable the pupils to achieve that learning objective. Avoid activities that are not adequately RE orientated or sufficiently challenging. Matching numbered pictures of the 7 days of Creation to 7 numbered phrases about what was created may ensure that they get the answer right but is not really helping the children to learn any RE, and the cutting and sticking part of the activity may be very time consuming for the quality of learning taking place.

This page is intentionally left blank

RE SCHEME OF WORK
KEY STAGE 1
Mid-term planning

Year 1: Unit 4 Term: Spring 2 Year:

Should everyone follow Jesus?

Key Concepts: Christianity; Easter; Leaders; Rabbi; Vicar
Learning Objective: to explore the reasons why people follow Jesus, with reference to the Easter story

Brief background information for teachers
For most Christians, Jesus is the role model for their lives; the key belief is that he is God incarnate, the Son of God. They choose to follow his example of self-sacrifice and love for the outsider, as well as the way that he connects with God and worships him, engaging in conversation with God at every opportunity. During his short ministry, (about 3 years) he went about healing, teaching and training his disciples. He chose 12 key followers; this was usual practice for rabbis at the time, who were often itinerant and went around with their disciples, who were being trained up to be rabbis. The difference with Jesus is that his disciples were not learned men, but fishermen, tax collectors and other outcasts. The story of the calling of the disciples (Matthew 4:18-22; Mark 1:16-20; Lk 5:2-11 & John 1:35-42) may be worth looking at in the context of why they choose to follow him. Jesus also performed miracles that drew crowds to him – feeding the 5000, the 4000 and the miracles of healing for example. Although this unit leads up to the story of Holy Week, it is important to explore the way that Jesus was engaging with the people beforehand. There are conversations between Jesus and the priests /Pharisees/ Sadducees revealing that not everyone was happy with what he was saying; there are incidents where villagers throw him out, ask him to leave (Luke 4:14-30). The story of Holy week is found in different forms in all 4 Gospels; the key events to focus on for this year group are Palm Sunday and the entry in Jerusalem, the last supper and the trial and crucifixion. There are today many ways to follow Jesus; the local church will be a source of information There are equally many people who do not; some are of other faiths (Jews, Hindus, Muslims – though Muslims still honour Jesus); many hold non-religious world views and do not believe in any god or gods.

Core or Secure learning
The children need to know the story of the crowds following Jesus on Palm Sunday at his entry into Jerusalem; They need to learn the stories of the two or three of the disciples and why they followed Jesus, especially in the calling of the first disciples. The children need to know that the teaching of Jesus encouraged the crowd to follow him but that his teaching also made some people dislike him. They need to identify the types of people that followed and those that wanted to kill him. They need to have an outline understanding of the rest of the Easter story – last supper, trial & crucifixion. They need to identify other leaders in the Easter story – e.g. the High Priest. The children need to know that many people follow Jesus today. Explore the life of someone who follows Jesus and the difference that it makes. Establish that there are lots of different leaders. Pupils need to be able to identify at least 6 qualities that make a good leader. Pupils need to identify some people who are leaders today in the world and in their own communities.

Developing
Children will know the story of Palm Sunday and identify the characters in the story that followed Jesus. They will identify some reasons why people followed Jesus. They will know that some people today still follow Jesus and how they show that they follow him. In particular, they will identify church leaders and Christians as people who follow Jesus. They will identify that some people (especially Jewish people) do not follow Jesus and be able to suggest some reasons why.

Excelling
Children will know the details of the Easter Story and the reasons why people followed Jesus. They will make links between the lives of Christian leaders today and Jesus. They will identify qualities that many leaders have in common. They will be able to create a blueprint for a good leader and use that to answer the big question.

Engage:
• Play some games of follow my leader. What makes it easy to follow people? What makes it hard? Who do they follow and why?

Comment [AA1]: This links clearly to Q 5 “Why do some people follow religious leaders and teachings?”

Comment [AA2]: Pupils who were able to achieve all of the learning requirements here would be achieving across the expected outcomes for KS1. Elements contributing to expectations A, B, C & D are present in this unit. Expectations B & D are the most explicitly encountered.

Comment [AA3]: Exp B

Comment [AA4]: Exp D

Comment [AA5]: Children working above expectations would be going deeper in Exp B and D

RE SCHEME OF WORK
KEY STAGE 1
Mid-term planning

Enquire & Explore: (AT1)

- Who followed Jesus? Why did they follow him? Explore the disciples, the crowds, particularly focusing on Palm Sunday and the entry into Jerusalem. Use for example, the activities in the Opening Up Easter book; explore the emotions of people during the Easter story. How do the people show that they follow Jesus?
- Does everyone in the Easter story follow Jesus? Why or why not? Who were the others following? What happened at Easter? Did that make people follow him more? Find out about other leaders (religious or otherwise).

Comment [AA6]: The emphasis on story through this unit means that elements of Q.4 "why do symbols and stories play important roles in religions?" are encountered.

Evaluate: (AT2 Impersonal)

- Is there anything in Jesus teaching that makes people follow him? Do people follow his teaching without realising? E.g. the Good Samaritan and love your neighbour. What makes a good leader? Interview someone about what it means to follow someone (e.g. a Vicar or a Rabbi or another Christian)
- Talk about/discuss other leaders that people follow – what makes them leaders? Do people stop following leaders who get killed/do bad things?

Comment [AA7]: Looking at the teaching of Jesus will enable pupils to engage with Q5

Reflect & Communicate: (AT2 Personal)

- Would you follow someone who did miracles? What would make you follow someone?
- Address the main question – should everyone follow Jesus? Make a display about leaders of their choice – explain why those people have been chosen.

Evaluation:

- | | |
|---|---|
| <ul style="list-style-type: none"> • What went well? | <ul style="list-style-type: none"> • Even better if: |
|---|---|

Some suggested resources:

- Bible – Easter Story; pictures of Easter; Good Samaritan and other stories
- RE Today publications: Developing RE – leaders and followers
Exploring a theme – leaders
Opening up Easter
- Pictures of leaders
- Leader or member of a local religious community

Year 1: Unit 4 Term: Spring 2 Year:

Should everyone follow Jesus?

Some pupils may have made significant progress and be able to use an increasing religious vocabulary to:

- Make links between the Easter story and Jesus as a leader
- Identify what makes Jesus a leader and recognise similarities with other leaders
- Make up some good questions to ask leaders and compare their answers
- Make a link between the leaders they have studied and the kind of person that they like to follow
- Describe what makes a good leader

Comment [AA8]: Expectations B & D are clearly exemplified in this unit; depending on the amount of detail encountered, there may be opportunities to touch on Exp C (how the celebration of Easter shows an core belief) and also A – the core Christian belief that Jesus is the son of God.

Some pupils will be working above the expected standard and be able to use an increasing religious vocabulary to:

- Retell and sequence the Easter story
- Suggest why people chose to follow Jesus
- Identify the kinds of people who follow Jesus today and why
- Make up some good questions to ask leaders
- Retell a story of Jesus and suggest a meaning for the story
- Discuss the need for leaders
- Recognise and talk about their own response to leaders

Most pupils will have made expected progress and be able to use some religious words and phrases to:

- Recall the Easter story
- Recognise that people followed Jesus and talk about why
- Talk about leaders that they are aware of
- Talk about what makes a good leader
- Say who they follow and why

Comment [AA9]: Even at this level the expectations are being met, but with less detail and depth. Going deeper and giving personal responses is the ultimate aim.

This page is intentionally left blank

RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning

Year 3: Unit 3	Term: Spring 1	Year:
Is a Hindu child free to choose how to live?		
<p>Key Concepts: Hindu; Belief; Commandments – Dharma (a person’s duty, doing the right thing in a given situation) and Karma (the law of cause and effect)</p>	<p>Learning Objective: to explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; to explore the consequences of actions and choices.</p>	
<p>Brief Background for teachers</p> <p>Much Hindu practice and teaching is based around the 4 Purposes of life: Dharma: religiosity, teaching or law (which include the 5 duties); Artha: economic development or prosperity, Kama: sense, pleasure and enjoyment; Moksha: enlightenment or liberation for the soul at the end of the cycle of life. Dharma is linked to career choice, class and family and encourages people to follow the 5 daily duties or debts. These are to worship God, study the scriptures, contemplate the wisdom of ancestors and elders, provide food for all beings in need and serve guests with respect and love. (See the resources section for where to find out more.) These are called pancha maha yagnas. Dharma encourages moral or ethical living at all times.</p> <p>Additionally, there are other key concepts which influence the way that Hindus understand the world. Karma is the law of cause and effect and Samsara is the cycle of life, death and rebirth. This is part of the reason why many Hindus are vegetarian. There are stories in Hindu traditions that make these concepts accessible to children. The Heart of Hinduism website has some PDF versions that can be downloaded. Many people are familiar with the concept that “we reap what we sow” and that our actions have consequences.</p>		
<p>Expected Learning:</p> <p>Pupils will recognise the concepts of Dharma, Karma, Moksha, and Samsara and can give simple definitions of them. They can identify the impact that these concepts have on the life of many Hindus; they have encountered some Hindu stories that explore these issues (e.g. The Sadhu’s Blessing or Again Become a Mouse). Pupils have explored the 5 daily duties of Hindus (pancha maha yagnas) and the 4 purposes of life and discussed the effect that these duties have on family life. They can compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves.</p>		
<p>Developing</p> <p>Pupils will know that Hindus have some rules or duties that they live by and that there are religious beliefs behind these practices. They can describe two of the daily duties and talk about the differences they might make to daily life.</p>	<p>Excelling</p> <p>Pupils will be able to give fuller explanations of the key concepts and the 5 duties. They will be able to appraise the value of living according to these and other rules. They will be able to give examples of appropriate and inappropriate behaviour, giving reasons for their ideas.</p>	
<p>Engage:</p> <ul style="list-style-type: none"> Ask children to think about the rules that they have at home. Discuss whether the rules at home are the same as at school. Decide where the ideas for the rules come from – which rules are most important? Do the rules help them to know who they are? Are the rules the same all the time? Are the rules the same for guests? Does everyone have the same rules? What are the consequences of not having the same rules? Make up rule books/posters to demonstrate their own rules. Are there times when you have to do things you don’t want to do? Would you call those duties? Are they the same as rules? Compare the duties they have to do with those others do. Are they the same? Are they the same for children and adults? Do the rules and duties change as we grow up? Are they the same in all jobs? 		

Comment [AA1]: Covering believing and behaving this unit focuses on LKS2 Q 4, 5 and 8

Comment [AA2]: These link to LKS2 Exp b, c & d

Comment [AA3]: This paragraph shows how belief and expression are linked for Hindus who follow this teaching, and shows how lifestyles may be guided by these principles. This information will allow pupils to begin to recognise how religious identity is shaped by the community and the family, but this will need to be drawn out by the teacher.

Comment [AA4]: This first expectation harks back to KS1 Exp a.

Comment [AA5]: This second expectation moves on to the LKS2 Exp b

Comment [AA6]: This bring in some links to exp a, but how much will depend on whether the stories are used.

Comment [AA7]: Tis expectation covers exp c and d.

Comment [AA8]: This questions begins to address KS2 Q4 beginning to identify rules, good behaviour and the impact of religion on these choices.

Comment [AA9]: This question begins to address Q8 about how identity is shaped by beliefs and community

RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning

Enquire & Explore: (AT1)

- Research the 5 daily duties of Hindus – the pancha maha yagnas and the 4 goals or purposes of life as Hindu see them. Pupils can decide how these might be lived by people at different ages; interview a Hindu or email a believer through RE Online website; Pupils might explore how many Hindus worship and what is understood by Karma in terms of the consequences of actions.
- Read some Hindu stories that explore the key concepts of actions and consequences such as Sadhu's Blessings (a vedic story) or Again become a mouse. There are other stories in the Puranas – one of the Hindu sacred texts – e.g. the story of Shravan, or King Shibi or Krishna advising Ajuna in battle.

Comment [AA10]: This section allows the pupils to answer the Q4, looking at whether beliefs encourage "good" behaviour and meet expectation b

Comment [AA11]: This will explore Q5 – about how sacred texts contribute to believer's understanding of their faith and contribute to expectation a

Evaluate: (AT2 Impersonal)

- Evaluate the impact these rules and duties have on children in Hindu families. Do these rules help them? Do they hate their faith because of them? Do they give them an identity? How different are the Hindu duties to non-Hindu rules and duties? Are the rules linked to what they believe? Are they free or do these rules restrict them?

Comment [AA12]: This will look at Q4 and Q8, and meet the expectations c and d

Reflect & Communicate: (AT2 Personal)

- Are there rules that the class want to change? Are there things they can learn from the Hindu rules?
- Would they like to live in a family that followed the beliefs of Dharma and Karma? Imagine a family with no rules – compare it to a Hindu family. Which do they think is better?

Comment [AA13]: This will also contribute to Q8 and expectation d

Evaluation:

- | | |
|---|---|
| <ul style="list-style-type: none"> • What went well? | <ul style="list-style-type: none"> • Even better if: |
|---|---|

Some suggested resources:

- Heart of Hinduism website - <http://iskconeducationalservices.org/HoH/practice/700.htm#>
- <http://iskconeducationalservices.org/altar/> - build your own Hindu altar
- <http://veda.wikidot.com/panchamahayajna> - the 5 duties of Hindus
- <http://www.hinduismtoday.com/education/games/Snakes&LaddersGameBoard.pdf> - snakes and ladders to explore karma, dharma and samsara
- RE Today Opening up Hinduism pp 20-25
- <http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm> - general background on Hinduism
- http://pof.reonline.org.uk/wordpress/?page_id=88 – email a believer; accessible through RE online
- Hinduism – A very Short Introduction by Kim Knott (OUP – a useful background book for teachers.)
- Story of Shravan; story of King Shibi and the two birds.

Year 3: Unit 3 Term: Spring 1 Year:

Is a Hindu child free to choose how to live?

Some pupils will have made more progress and be working above the expected standard. They will be able to

- Describe the 5 daily duties and identify their impact on Hindus
- Identify the impact of the 5 daily duties on children
- Define the 4 key concepts: Dharma, Karma, Samsara and Moksha
- List some similarities between Hindu duties and practices and their own rules and actions
- Identify their own response to the 5 daily duties and the 4 purposes and how they are influenced by rules
- Ask questions and investigate answers about why Jewish people follow their rules
- Reflect on the impact of rules on the lives of believers

Most pupils will be working at expected standard and be able to:

- Retell one of the stories illustrating one of the key concepts (Karma or Dharma e.g.) [Exp a](#)
- Identify why that story is important to believers [Exp a](#)
- Give a definition of two of the concepts, illustrating their answer with reference either to Hindu practice or a story [Exp b](#)
- List some similarities between Hindu duties and their own [Exp a](#)
- Suggest meanings for the rules and duties and reasons why Hindus may follow them [Exp c](#)
- Respond sensitively to the rules and customs followed by others, saying why those rules matter to them [Exp c](#)
- Ask questions and suggest answers about why people choose to follow rules and duties [Exp c/d](#)

Pupils working below the expected standard will be able to:

- Select some of the daily duties that Hindus follow and suggest what following them might look like
- Describe simply what is meant by Samsara and Moksha or Dharma and Karma
- Talk about the rules and duties that they live by
- Talk about the differences being Hindu makes to family life
- Ask questions about the rules other people live by

Comment [AA14]: I think these expectations can be seen as expansions of the expectations on the draft syllabus.

This page is intentionally left blank

*Response to the Commission on Religious Education's Final Report,
Religion and Worldviews: The Way Forward*

NASACRE Executive

The Commission on RE has made 11 recommendations as part of their plan for the future of RE in England. These are to be considered by interested parties, including politicians and policymakers. Legally, this report does not change anything: each local authority with responsibility for education must establish a SACRE and an ASC, who must fulfil their statutory duties. Each maintained school must provide RE to all pupils, except where withdrawn by their parents.

The NASACRE Executive has met and considered each recommendation in turn. We offer the following thoughts, primarily so that SACREs can be engaged in an informed debate about the future of RE, but also so that we can represent member SACREs views to the RE Council of England and Wales and the DfE. Feedback is therefore welcomed from SACREs.

We feel some disappointment that, though good RE is mentioned (¶10, ¶29) the report paints an overwhelmingly negative picture of the current state of RE. We feel there should have been more celebration of the great RE that happens in many schools, in many authority areas up and down the country, that helps to make our RE the envy of the rest of Europe, if not the world.

The first Recommendation is that the name of the subject should be changed to Religion and Worldviews. We do appreciate the need for the subject to be inclusive, and recognise that the subject has a number of different names within schools. The concept of 'Worldviews' is contested and we feel this name is not quite right, running the risk of appearing to dilute the importance of the study of religions. We will read the following recommendations assuming the subject is called RE, without affecting the substance of the recommendations.

Recommendation 2, the National Entitlement (NE) is in many ways the centrepiece of the report. In principle we welcome the idea of a Statutory Entitlement – one already exists in the current legislation. However, we reject the recommendations at 2a, b, and c. We note the variance in language: "will" at 2a but "should" in regard to Academies at 2b. If it is possible to renegotiate every Academy Funding agreement, they could be simply made to follow the local Agreed Syllabus (AS).

We suggest there are problems with the text of the entitlement. No answer is given to the question of what it means to be religiously educated. In fact, there is no sense of what the purpose of RE is. The statement is not child-centred, rather it lists knowledge that ‘must be taught’, but in a rather vaguely phrased way, resulting in something that cannot easily be used to hold schools to account. There appears to be little space for reflection, ultimate questions, spirituality or awe and wonder. RE’s current significant contribution to the promotion of pupils’ spiritual, moral, social and cultural development is missing.

That ‘worldview’ is used as a catch-all for all belief systems may lead many to miss the importance of the study of religions. We, of course, approve of the statements about teaching being open and inclusive, and that pupils deserve teachers who have secure subject knowledge, but wonder if it is realistic for a primary non-specialist teacher to be required to have a “critical understanding of developments in the study of religion and worldviews”.

On Recommendation 3, we query the make up and opacity of the proposed REC-board nominated and DfE appointed National standing Body to create non-statutory Programmes of Study (PoS). That the DfE would fund this, in perpetuity, seems an unrealistic ask, when other subjects have their National Curriculum documents written without the need for an on-going financial commitment by governments that are likely to change. The report also does not make a sufficiently strong case to justify why a scenario with a variety of competing PoS is preferable to a variety of AS

We reject Recommendation 4, which removes the requirement for an Authority to convene an ASC. We do not find the report to give a convincing rationale for why the requirement should be removed. We are not aware of any ‘poor quality’ AS produced in the last few years. We do not see whole LA areas where there is poor RE provision in schools. We feel that some of the evidence presented has been chosen to put one view forward, that of a centralising curriculum narrative, without local democratic checks and balances in place. If national coherence is the objective of this reform, then a NE could be used to audit and inform AS developments.

On Recommendation 5, regarding examinations, we feel the issues at GCSE are much wider than coherence with a NE. Compliance, curriculum time and staff expertise are all issues in need of resolution, as the Report points to in other places. We note that there is little mention of Special Schools, PRUs and EYFS in the report.

We wholeheartedly agree with Recommendation 6, regarding urgently needed improvements in ITE, particularly primary. We do have a reservation about who will produce the modules mentioned in 6d. That no ‘compulsory modules’ appear to exist for any other curriculum subject may make this recommendation problematic and may take away academic freedom and rigour. We also wonder if 12 hours RE training for a primary School Direct trainee is a realistic expectation. The Commission appears to have not recognised that in some state maintained schools teachers are highly qualified or that in some primary schools RE is delivered – along with some other subjects – by teaching assistants.

We welcome Recommendation 7 and support any improvement in CPD provision (although not necessarily tied to a NE). We note it is rare for government to fund a five-year project and are unsure that this needs to be overseen by a 'national body'. We suggest that the CPD aims could be met by SACREs if funded properly.

We are disappointed with Recommendation 8, to rename and reconstitute SACREs to become Local Advisory Networks. Having spent two years gathering evidence and consulting, the Commission offers little evidence why a change is needed and despite meeting with NASACRE and many SACREs it did not ask for opinions on a change of name or status. This is a shame. There are already local networks which support dialogue between religions – local inter faith organisations. These are very different entities to SACREs, and there is scope for confusion. A network (like a local inter faith body) simply shares and discusses, but a Council has much greater gravitas, giving direction and having cultural status and value. This essence is lost in the new name, perhaps unintentionally. That a SACRE is 'standing' is important as it signifies permanence and a place in the democratic structure, which makes it accountable. This too would be lost, with a more transient sounding advice network. There appears to have been little thought given to how an LA constitutes these networks (¶108), or how they would be accountable for their work. If currently LAs are struggling to do this it is not clear how a larger body would improve things. We are not intrinsically opposed to some reform of the make up of groups that make up SACREs or the committees of an ASC, but the make up proposed appears to severely weaken the contribution of the significant religious bodies in the locality, professional and elected local representation, thereby weakening local democracy.

The Commission deliberately set out to not consider Collective Worship (¶100). SACREs have statutory duties regarding Collective Worship and particularly determinations. It is not clear whether the Commission envisages a dual system of Standing Advisory Councils on Collective Worship, or if these functions would also be carried out by the 'LANs'. Currently SACREs are the only body with the statutory duty and expertise to advise about CW and determinations. Academies seeking a determination often receive confusing advice from other bodies, and the DfE frequently defer to a local SACRE's advice on these matters.

The REC deliberately limited the Commission to considering the situation for RE in England. However, the legislation regarding SACREs for both England and Wales is the same (cf the 1988 Education Reform Act and 1993 Education Act). A change to this legislation would affect the Welsh SACRE system and they do not appear to have been consulted. In both these examples (CW and Wales) the Commission appears to be making recommendations outside of its remit.

The final part of Recommendation 8, suggesting ring fenced funding, is welcomed; this alone, would hugely improve the ability of many SACREs to carry out their duties and improve the future of RE.

We welcome Recommendation 9, and support anything that increases the accountability of schools. Ofsted currently appears to have no appetite for monitoring compliance. In the past when it did monitor compliance it significantly improved RE in

schools. An adoption of recommendation 9a (without reference to the NE) would immediately bear fruit.

We also welcome Recommendation 10, and its adoption would see immediate results. We welcome Recommendation 11, regarding withdrawal, but would like to draw attention to the excellent guidance on withdrawal produced recently by our Welsh colleagues at WASACRE.

Given that any legislative change is highly unlikely, we are disappointed that the Commission did not make recommendations which strengthen the existing statutory framework. The fundamental issues facing RE are dealt with by the recommendations around ITE, CPD, funding and accountability. If the DfE met these recommendations we are sure that the future of RE would be even better than it currently is.

NASACRE Executive Committee
September 2018