

# Public Document Pack



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PUBLIC

To: Members of Standing Advisory Committee for Religious Education

Friday, 4 November 2022

Dear Councillor,

Please attend a meeting of the **Standing Advisory Committee for Religious Education** to be held at **1.30 pm** on **Monday, 14 November 2022** in Committee Room 1, County Hall, Matlock, DE4 3AG, the agenda for which is set out below.

Yours faithfully

A handwritten signature in black ink that reads 'Helen E. Barrington'.

**Helen Barrington**  
**Director of Legal and Democratic Services**

## **A G E N D A**

### **PART I - NON-EXEMPT ITEMS**

1. To receive apologies for absence (if any)
2. To receive Declarations of Interest (if any)
3. To confirm the non-exempt minutes of the meeting of the SACRE held on 4 July 2022
- 3 (a) Matters Arising from the minutes
4. SACRE Report 2022

5. Guidance for Link Advisers on RE
6. Feedback from Development Day
7. Collective worship proposal and continuing development
8. Proposed RE Today Training
9. Journeys of Destiny Update
10. Any Other Business

PUBLIC

**MINUTES** of a meeting of **STANDING ADVISORY COMMITTEE FOR RELIGIOUS EDUCATION** held on Monday, 4 July 2022 at Committee Room 1, County Hall, Matlock, DE4 3AG.

**PRESENT**

**LEA Representatives (Committee D)**

Councillors C Dale, R Flatley (In the Chair) N Gourlay and S Swann

**Teacher's Associations (Committee C)**

D Hammond, A Howes and C Wayment,

**Church of England Representatives (Committee B)**

N O'Callaghan

**Other Christian and Non-Christian (Committee A)**

N Hoskin -Stone and Mrs S Lewer

In attendance - Mr S Ford (Childrens Services) M Sharma (Legal Services) & Mr I Walters (Commissioning, Communities and Policy)

Apologies for absence were submitted on behalf of Councillors A Dale and J Clapham, K Gibbs, K McRae, Rev S Watson and L Witney

**9/22 WELCOME/INTRODUCTIONS**

The Chairman welcomed everyone to the meeting, and members introduced themselves

**10/22 TO RECEIVE DECLARATIONS OF INTEREST (IF ANY)**

There were no declarations of interest.

**11/22 TO CONFIRM THE NON-EXEMPT MINUTES OF THE MEETING OF THE SACRE HELD ON 21 MARCH 2022**

**RESOLVED** to confirm the minutes of the SACRE meeting held on 21 March 2022.

There were no matters arising from the minutes.

**12/22 REFLECTIONS ON DESTINY AND DESTINIES**

Following on from the presentation by Ava Hunt on 'Destiny and Destinies' at the Development Day, in general members felt that this was a very interesting and excellent piece of work and showed the power of drama in getting the key messages across and creating understanding to both children and parents.

Discussion then took place about how best to use the resource in schools, given the unlikelihood of extra funding being available to roll the production out through live performances in schools.

It was suggested that perhaps a way forward would be to make the film available in schools and that teachers in schools would find creative ways to deliver that to students, which would be beneficial also in terms of providing CPD to colleagues. It was also felt that this would make an excellent transition project across Years 6 and 7.

**RESOLVED** to note the comments made by members and that Steve Ford would liaise further with Ava Hunt to progress this.

#### **13/22**     **SACRE REPORT 2022**

Prior to the meeting members had received a draft copy of the Derbyshire and Derby City SACRE's report 2022.

Steve Ford gave a brief overview of what was contained within the report including the introduction from the Chairs of both SACREs and was also delighted to announce that RE Today Services had worked closely again with Derbyshire SACRE and for the first time Derby SACRE to produce the 2020-2025 Joint Derbyshire and Derby Agreed Syllabus

Following discussion, it was agreed to make a number of minor amendments to the report before circulating to members to offer the opportunity for final comment with a view to circulating the final report to all schools in the county and city in September.

**RESOLVED** to note the report

#### **14/22**     **COURSE AND CONFERENCE PROGRAMME**

Contained within the Annual report were the future training proposals from Derbyshire and Derby SACREs 2022-23. These would be delivered to teachers in Derbyshire and Derby, through RE Today Services.

It was also agreed that clearer advice and guidance was required by schools in terms of Collective Worship and having discussed the good work being done by Sandwell Council, it was agreed that The Chairman

and Steve Ford would look to meet with Sandwell to see if this could be something that could be adapted for Derbyshire and Derby. If this was the case, then training could be rolled out.

**RESOLVED** to approve the training proposals for 2022-23.

**15/22**    **FUTURE OF SACRE**

Fiona Moss, RE Today Services, attended the meeting and provided members with a presentation on what the future held for SACREs.

In conclusion, it was generally agreed that the future of SACRE's was uncertain and that over the coming months Derbyshire and Derby City SACRE's needed to open discussions on what the way forward was and more detailed work be carried out in relation to succession planning though it was felt vitally important that someone with local knowledge was required to carry this forward with the ongoing support of RE Today Services.

The meeting finished at 1.45 pm

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## Derbyshire and Derby City SACREs' Report 2022

### Introduction:

#### Message from the Chairs of Derbyshire and Derby City SACRE

This has been an extremely challenging time for all colleagues working in educational settings throughout Derbyshire and Derby City. The Derbyshire and Derby City SACREs (DDCSs) would like to express their appreciation to all colleagues for their efforts to sustain a good quality of education during and beyond the pandemic period.

The Derbyshire and Derby City SACREs have also been busy during this period. The Agreed Syllabus for Religious Education 2020-2025 was produced and successfully launched, acknowledging that the study of religious and non-religious worldviews is a core component of a rounded academic education. The syllabus also acknowledged that young people today are growing up in a world where there is an increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with different outlooks from their own. Therefore, the Derbyshire and Derby City Agreed Syllabus for Religious Education needed to explore the important role that religious and non-religious worldviews played in all human life. This was identified as an essential area if pupils were to be well prepared for life where a world controversy over such matters is pervasive and where many people feel they lack the knowledge to make informed decisions.

The Agreed Syllabus for Religious Education was successfully launched in 2020 and was accompanied by a series of launch events, to which all schools were invited. As a result, over 400 teachers of RE have been trained on using the syllabus. Overall, teachers graded the launch: 94% very good and 5% good. As well as further details of the training programme contained within this report, more detailed case studies from three schools illustrate the importance of Religious Education and the broader focus upon pupils' Spiritual, Moral, Social and Cultural development, both during and beyond the Covid period.

Both SACREs have also been keen to acknowledge the contribution made by the Open Centre, Derby, established in 1981 to promote understanding between different communities by celebrating and raising awareness of their faith and cultural heritage through personal experience. DDCSs continue to support the work of the Open Centre and look forward to the expanding role based upon its new online services.

The DDCSs would also like to acknowledge and support the work being undertaken with regard to the Journeys of Destiny and Destinies initiatives, which in March 2021 were awarded the Children and Young Peoples Arts and Cultural Award. In May 2021, the project was also invited to an online celebration of Amnesty International's 60<sup>th</sup> year and Social Justice Festival.

Both DDCSs have both welcomed and responded to the ministerial statement made by Robin Walker, Minister of State for School Standards, on the 9 November 2021 in response to a question from Kim Ledbetter, MP Robin Walker stated that the government firmly believed that religious education (RE) was important. Good quality RE was essential in developing children's knowledge of British Values and traditions and those of other countries. RE was also a vital part of fostering understanding of different faiths and beliefs, which is why it remains a compulsory subject for all state funded schools up to the age of 18. SACRE members felt that this statement was to be welcomed and represents a positive step forward, with members noting the close links to other areas of the curriculum such as citizenship, history and personal, social, health and economic education.

SACRE members also noted that teachers of RE, as well as with all subjects, have been placed under immense pressure over the last few years within schools. Notably some schools have suffered from high levels of staff absences and restricted capacity due to the pandemic. These were issues that the SACREs would like the government to recognise as part of its ongoing support of the education sector.



## Derbyshire and Derby City SACREs' Report 2022

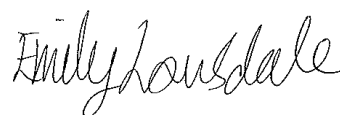
A response from the SACRE chair was duly sent to the relevant Minister. The Department for Education (DfE) replied on the 18 May 2022 stating that *“the Department absolutely recognise the pressures that all school staff have been under during the pandemic, and we appreciate the hard work and resilience that has been demonstrated throughout. It is important to acknowledge that many teachers are still facing challenges and they should continue to feel supported.”*

A sentiment that both SACREs whole heartedly support.

The DDCSs are planning for the future and details of proposed training courses are contained within this report. Also, as part of its efforts to re-energise SACRE processes during the post-pandemic period, a joint SACRE Development Day has taken place during the summer term 2022, during which future plans and projects have been discussed as part of the ongoing commitment to RE and collective worship across Derbyshire and Derby City.



Cllr Robert Flatley,  
Chairman of Derbyshire Standing Advisory  
Council on Religious Education



Cllr Emily Lonsdale,  
Member of Derbyshire Standing Advisory  
Council on Religious Education





## Derbyshire and Derby City SACREs' Report 2022

### Derbyshire and Derby Agreed Syllabus launches

RE Today Services were delighted to work again with Derbyshire SACRE and for the first time with Derby SACRE to produce the 2020-2025 Joint Derbyshire and Derby Agreed Syllabus.

We planned to hold 6 or 7 face-to-face events. The training was planned, written, and delivered by Fiona Moss and Lat Blaylock from RE Today services. These day-long face to events were spread across the county to ensure they were accessible to all schools.

The first four events in February and early March 2020 were held and were a great success with over 250 delegates attending from primary and secondary schools across the city and county. Due to the Pandemic lockdown the next three events were postponed in the hope that they would be able to be held face to face. It became clear that this was not possible and so three virtual full day Syllabus launches were held in October 2020. These events were delivered by Fiona Moss and Lat Blaylock and hosted on their virtual training platform. More than 100 delegates attended these three events, and a recording of the event was provided to some other schools who were unable to attend.

In total over face to face, virtual and recordings of the training almost 400 teachers of RE have been trained on using the syllabus. Overall teachers graded the launch 94% very good and 5% good.

Comments that were typical, included:

*Brilliant training, really useful and well structured. Very inspiring x*

*Thank you for today, it has been really useful and given me lots of ideas to take back into school.  
Thanks again :-)*

*I liked the interactive sharing of resources and demonstration of how these could be applied in the classroom. The delivery of information from Lat and Fiona*

*Thank you so much for a productive and informative day!*

*Thank you, you've both been fab!*



## Derbyshire and Derby City SACREs' Report 2022

### Case Study 1: St Andrew's CE Junior school

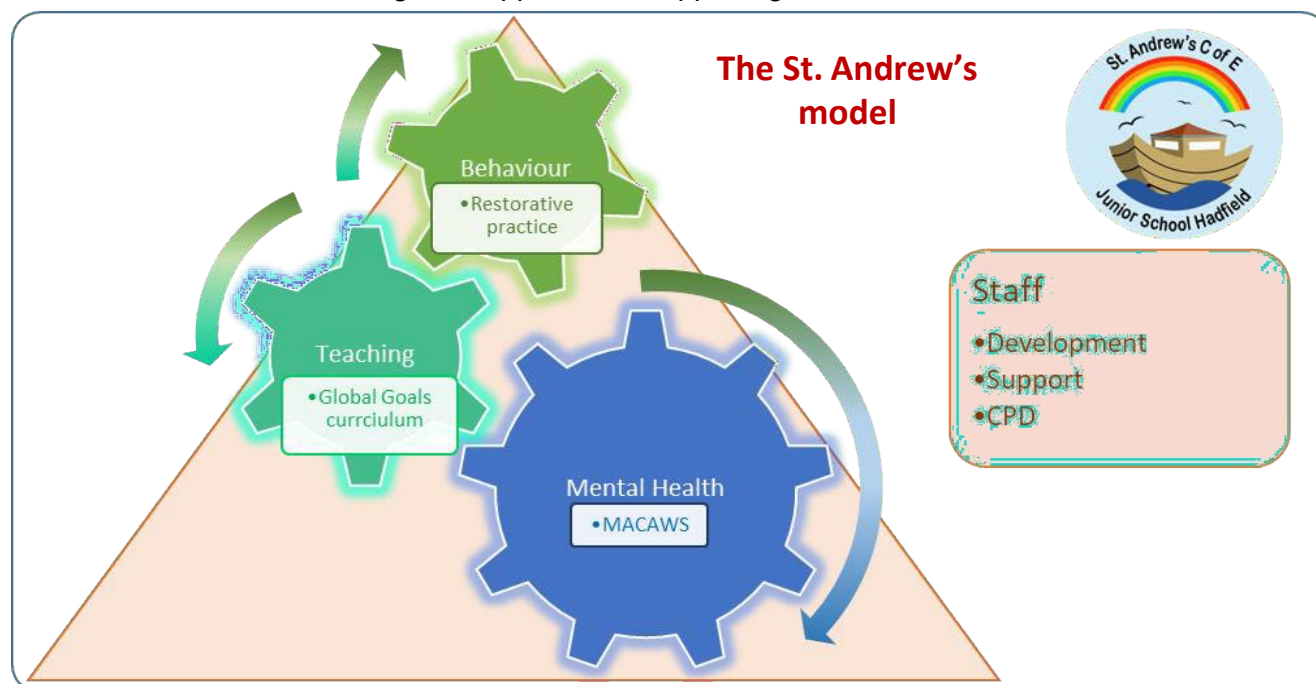
#### Our Vision:

*Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.*

St. Andrew's CE Junior school is located in the small town of Hadfield, North West Derbyshire with just over 200 pupils and is double form intake. Our recent OFSTED inspection (November 2021) resulted in a strong 'Good' rating overall with Personal Development rated as Outstanding<sup>1</sup>. As a Church of England school, the Christian ethos is at the centre of everything we do. Jesus recognised that true healing was not just about the physical, but the inner person; time and again he addressed that inner aspect of people's lives.

Recognising this, we seek to develop the inner-self alongside teaching and learning with a focus on moral integrity and the development of courageous advocacy. We realised that a strong, resilient self-image is key to good learning, so focusing on mental health is just as important as effective teaching. We want our children to become self-aware, problem solvers who are resilient and able to resolve conflict effectively. What does this mean in practice?

It means that we have an integrated approach to supporting mental health, illustrated below.



At the centre of our mental health provision lies MACAWS (**M**otivating **A**ll **C**hildren to **A**chieve **W**ith **S**upport)<sup>2</sup>. It is our main priority to help all children to achieve the best they can, both academically and personally. However, we understand that sometimes life doesn't always go to plan and that children may need a little extra support to ensure both mental and emotional well-being whilst they are in our care.

<sup>1</sup> <https://reports.ofsted.gov.uk/provider/21/112869>

<sup>2</sup> <https://www.standrewshadfield.org/macaws-1/>



## Derbyshire and Derby City SACREs' Report 2022

MACAWS does this in a number of ways including a special sensory quiet area where children can go if they need time alone, a MACAWS room where lead staff can help children with their issues, and Mental Health Champions – year 5 and 6 pupils who provide a mentoring and support role within the school. We also run Relax Kids sessions to help children regulate their emotions and learn self-soothing techniques. MACAWS is fully integrated with our SEND provision but is there to support all children who might need it.



We encourage roles of responsibility as an important part of personal development, and alongside our Mental Health Champions there are various roles including Head Boy and Girl, Garden Gang, Pupil Task Force, Collective Worship Leaders, Dojo Den Crew, House Captains and Sports Leaders.

Our curriculum is based on Oxfam Global Goals<sup>3</sup> and is both linked into our Christian values (one value is selected each half-term alongside the current Global Goal) and this is reflected in our daily celebration services and formal teaching; embedded within RHSE but linked through into all subjects. Hadfield has a predominantly White demographic, so we are keen to bring world culture to our children, giving them a knowledge and appreciation of the wonderful diversity of human culture, and imparting a sense of equality and justice. We use the Lyfta application<sup>3</sup> to support this, with its extensive library of worldwide cultural showcases. Just one example of how this works its way out, is that our Year 6 pupils independently decided to get involved with, and campaign for, a local environmental concern "Save Roughfields"<sup>4</sup>. They wrote to the local MP and had a front-page article in the local newspaper.

Religious Education lessons are a combination of the Derbyshire and Derby City Agreed Syllabus and the Understanding Christianity resource. Children explore in depth, Hinduism, Islam and Judaism and compare these along with an overview of other beliefs such as Buddhism and Humanism.

Children are encouraged to ask 'big questions' and to consider their own understanding and subsequently, their place in the world through exploring important themes such as 'What kind of world did Jesus want?' and 'If Jesus were here today, where might he be found?'

<sup>3</sup> <https://www.lyfta.com/>

<sup>4</sup> <https://www.questmedianetwork.co.uk/news/glossop-chronicle/hadfield-school-pupils-make-personal-plea-about-green-space/>



## Derbyshire and Derby City SACREs' Report 2022

There is an emphasis on encouraging the children to reflect inwardly, which can take the form of a short, guided meditation at the start of the lesson to elicit thinking from a deeper place. Spiritual development of the children is highlighted during RE lessons which allow them to discuss challenging questions without the fear of voicing a 'wrong' answer. Responses are recorded in various ways and include poems, prayers and artwork to show understanding of the concepts explored.

At St. Andrew's you'll find a happy, mutually respectful environment where children work well together, behaviour is good, bullying is rare, and the atmosphere is positive and enthusiastic. We link our approach to mental health and behaviour management using restorative practice<sup>5</sup> – both children and staff learn a vocabulary of positive engagement, and where things do go wrong, the emphasis is on restoration, not punishment.

Alongside this sits our staffing resource. There is a strong emphasis on giving staff the support they need both in terms of professional development and personal need. The result is high morale and trust at all levels, and a genuine collaboration between teaching and non-teaching staff.

### Case Study 2: Baslow St. Anne's C of E Primary school

#### Visit to Kolkata, India

Baslow St. Anne's C of E Primary is a small school in the heart of the Peak District with 123 children on roll. As a Church school our Christian vision and values threads through everything we do:

*'Life in all its fullness.... growing healthy minds and hearts together.'*

*Respect, Kindness and Diversity*

As Headteacher at Baslow St. Anne's Primary School. it is a privilege to be able to work together as a strong team and community to enable our children to thrive and enhance our children's experiences and awareness beyond our rural village of Baslow. Through our SIAMS and self-evaluation, we are aware that the need to drive courageous advocacy and global awareness is an imperative part of our curriculum. Therefore, when the opportunity to work alongside the Diocese of Derby to work out in Kolkata came up, I snapped up the opportunity.

On January 24, 2020, I (along with 39 teachers and students from Derby University) set out from Birmingham Airport heading to Kolkata and what an incredible experience my visit to India proved to be! From the minute we landed in Kolkata, it was a non-stop exciting week of the most amazing experiences. From seeing the Ganges and peoples' lives around this river, temples and being fully immersed in a Hindu festival, to spending three days with a host family out in the village of Mahamaya and really getting a flavour of true Indian life: cooking, shopping, going to the water pump for water, cows and goats wondering along the paths – a really simple, but content life.



<sup>5</sup> <https://primarysite-prod-sorted.s3.amazonaws.com/st-andrews-cofe-junior-school/UploadedDocument/6039a86145f2488fa2496eea5e525c4a/st-andrews-restorative-practice-and-behaviour-policy-2021-final.docx.pdf>



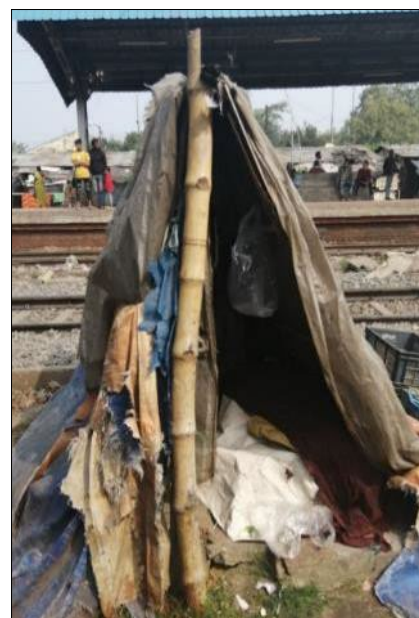
## Derbyshire and Derby City SACREs' Report 2022



A highlight was being based in a school where, although a very early start, the children came in so keen to learn and be at school. Working alongside the committed teachers and finding ways to further improve classroom life and learning for these children, who sat on hard wooden floors with a simple blackboard and piece of chalk. This was a real learning curve for our children at Baslow, where they could see the difference in their school lives and the way we learn and the privileges we have. This instigated our School Council to organise raising funds to enhance provisions for our link school and children in Kolkata.

A visit to the slums and Brace Bridge School really left an impression and although the surrounding area of the slums and the poor living conditions were a challenge to see, this little oasis of a school central to this was thoroughly uplifting.

The finale was a hot day (although the children were wrapped up in hats, jumpers and scarves, whilst we had sunhats and sun cream on for the 25-degree heat) with over 500 children from the schools that we had worked with coming together to enjoy a celebratory sports day: everything from the traditional sack race, football and three-legged race to enjoying activities with the parachute. The children then all had their lunch of rice, curry, fruit and salad followed by an ice-cream...smiles beamed from the sports field.



As a school, this opportunity and visit has had a real positive impact on our curriculum: it has enabled us to embed the experience into our wider curriculum. We draw on our link to inspire our Enterprise and ethical thinking to take ourselves out of a privileged rural life, to how we can support our link school and children at Mahamaya. We have embedded it into our topic cycle: geography and history; as part of our RE curriculum; and weaved it into our art and DT.

I feel privileged to have had the experience and the importance for us as a school to keep this link with Mahamaya School strong and as a prominent part of our curriculum, global awareness, alongside courageous advocacy and fundraising.

Please do take a look at our school's website: <https://www.baslow.school/india>.



## Derbyshire and Derby City SACREs' Report 2022

### Case Study 3: Dale Community Primary School

Dale Community Primary School is a large three-form entry school of around 550 pupils. The school stands on the edge of the Derby city centre in the area which sits within the highest 20% nationally for deprivation. The intake is predominantly from a Pakistani Muslim heritage but there are an increasing number of Eastern European families arriving in the area.

As our school is becoming more diverse the importance of developing an understanding of different religions and cultures is growing. Using the new RE syllabus we have chosen to concentrate on Christianity, Hinduism and Judaism. The syllabus enables children to learn about these religions in depth and they are then encouraged to compare religious or cultural practices with their own lives so that they can develop an understanding that different people have very different lives, beliefs, practices and ideas.

We have close links with local places of worship and children regularly visit the local Gurdwara, Mandir and Church. Worship leaders from these places of worship also visit the school. We have found we have a fantastic resource in our own staff who follow many different religions. Children are able to talk to them about their beliefs and how they worship and celebrate. We have close links with local mosques and sometimes ask that they reinforce important messages, for instance about tolerance and respect for others.

Our older children also study Humanism which gives them the opportunity to extend their world view even further. Children enjoy RE lessons and the knowledge that they gain helps Dale to be a thriving multicultural, multi-faith school where children play and learn happily together.



## Derbyshire and Derby City SACREs' Report 2022

### The Open Centre, Derby – the 2022 update!



**The Open Centre, Derby** was established in 1981 to promote understanding between different communities by celebrating and raising awareness of their faith and cultural heritage through personal experience. The Open Centre works closely with many different communities, faith organisations and places of worship as well as representatives of secular organisations; however the Open Centre is not a religiously based organisation and has no affiliation to any specific faith-based groups.

Pre COVID over 10,000 school children and adults from across the East Midlands visited the Open Centre each year to enjoy the signature **visits to different places of worship** and **hands-on workshops about various cultural and religious practice**. Open Centre staff also go out to schools and groups to deliver workshops. Face to face work began again as soon as was possible and these are again popular options for schools that can and want to travel.

A bonus of the hiatus is that, in the meantime, the Open Centre has expanded its services, online, to meet a need that is further afield, for schools and groups across the East Midlands and beyond.

The Open Centre's new **online services** include a subscription service for our Key Stage 1 and Key Stage 2 users (Key Stage 3 coming soon) which contains over 50 tailored videos with differentiated accompanying activities based on five different faiths told through the perspectives of our staff. In addition to this we have an additional **video service** of "**Spotlight On**" clips when members of a faith (usually staff members) talk personally about different aspects of their beliefs. This can be taken further with the "**Question Time**" clips, unique and personalised, that are actually prepared to respond to questions submitted from the client, thus enabling the closest possible engagement, short of actual 'face to face.' These videos, which are of about 10-minute length, are a real gift for teachers who want to engage learners in active enquiry.

The Open Centre is a registered charity, once but no longer grant funded, prides itself on providing contemporary services that are excellent value, high quality and responsive to need. The on-line resources are proving a popular addition to the existing and well sought-after range of services.

Further information is available at [www.derbyopencentre.org](http://www.derbyopencentre.org).



## Derbyshire and Derby City SACREs' Report 2022

### Journeys of Destiny and Destinies

**Destinies** was a co-created theatre piece with young people with care experience and unaccompanied asylum seekers in partnership with Derbyshire Virtual School, Sinfonia Viva and Orchestra Live. Young people developed characters, songs, musical composition, animation and performance skills. <https://youtu.be/DVsErtZr060>



**Destinies** started rehearsals in 2019 and was originally planned to be a rehearsed play reading for April 2020 with a subsequent tour of schools based on **Journeys of Destiny (JoD)** model. The piece would explore themes of emotional resilience and the challenges/experience of making new friends in a host community. When Covid happened we had to change our plans.

#### March 2021

**Journeys of Destiny** and **Destinies** – companion pieces – were awarded Children & Young People Now Arts and Culture Award.

#### May 2021

Amnesty International (Wirksworth) asked us to contribute to an on-line celebration of Amnesty's 60<sup>th</sup> year & Social Justice Festival. It was also the 10<sup>th</sup> year of the Syrian war, and we filmed an interview with Saad AlKassab – whose story was at the heart of JoD. This interview can be viewed from 30 minutes into the footage link: <https://youtu.be/kjYQQOLfUw>

#### November 2021

Two years later **Destinies** culminated in a filmed theatre production which was screened at Derby Theatre as part of Culture Cares conference – a national conference bringing together leading practitioners, artists and young people with care experience. Many of the young people had gained significant opportunities to develop new skills, grow in confidence but most importantly made new friendships and felt connection. The film has not been released to a wider public audience yet. All the work has been funded by the Arts Council and supported by Derbyshire Virtual School via their Creative Mentors scheme.



Due to a lack of ongoing funding, there are currently no plans to re-tour **Journeys of Destiny** into schools. Ava Hunt Theatre (AHT) continues to work with young people using drama as a pedagogy delivering workshops that explore values and citizenship in Adult Education centres across the county. We developed these workshops with Sally Siner (Prevent Officer for Derby City).

AHT remains open to discussion about how we might fund and continue to use live theatre/drama or our digital theatre resources (as detailed above) to work in schools and further support to the aims and objectives of the Derbyshire and Derby City SACREs.





## Derbyshire and Derby City SACREs' Report 2022

### Future training proposals from Derbyshire and Derby SACREs 2022-2023

#### Help I'm the RE subject leader: Primary

*1 day: can be provided as a face-to-face event or a virtual event.*

This course is ideal for new subject leaders and will take place face-to-face / online. If you have been an RE subject leader for a while and have not attended similar training, you will also find this useful. This gives great support to a new subject leader in a community or a church school during their early days of leading the subject

The three sessions during the day will provide you with the knowledge and confidence to be an effective and inspirational RE subject leader in the primary school. Explore the role of the subject leader, using practical activities to develop your understanding of RE and your leadership and management skills. Focus on creative task setting, planning a scheme of work using your locally agreed syllabus, and effective and manageable monitoring and self-evaluation.

Leading:

- Understanding of the statutory requirements for RE
- The role of the subject leader
- What is RE for? Exploring the aims and purposes of RE
- RE in your school – activities to share with colleagues

Enthuse, empower and inspire:

- Creative and effective task setting in RE
- Activities for children from 4-11 that will challenge, inspire and inform

RE and the curriculum Knowing where you're going:

- Effective and manageable monitoring and evaluation
- Bringing about necessary change.

#### RE in the Early Years

*1 day or half a day: this works best as a face-to-face event*

How does RE fit into the new EYFS requirements?

This course will provide ideas for teaching and learning that fit with the new requirements. We will give time for practitioners to share ideas and resources. There will be suggestions of how to include story, festival art and song into RE in the reception class.

#### Deep diving into RE: Primary and Secondary

*Ideally 2 x 2-hour online sessions with a gap task or (less ideal) 1 x 4-hour long afternoon*

These sessions/this session helps teacher to consider what a good RE curriculum looks like and how to answer any questions on RE provision, quality and progression in the subject from visitors including OFSTED inspectors.

We will look carefully at the OFSTED research review and consider what that might mean for RE in our schools.



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# Primary subject information: Religious Education 2022/2023

## Religious Education

### Introduction

This document has been written to support Derbyshire link advisers to carry out a curriculum review of religious education and provide some background information where the link adviser is not a subject specialist.

Headteachers may also find it helpful to share this information with their subject leaders.

All maintained schools without a religious character are legally required to follow the locally agreed syllabus, which can be found on the Derbyshire Schoolsnet site:

[Derbyshire and Derby City Agreed Syllabus for RE](#)

The Derbyshire and Derby City Agreed Syllabus 2020-2025 was devised in partnership with RE Today Services.

### Statutory basis of the Agreed Syllabus

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach RE to pupils at every key stage.

### Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### Legal requirements: What does the legislation in England say?

#### RE is for all pupils:

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over). It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of RE in nursery classes).
- Special schools should ensure that every pupil receives RE 'as far as is practicable'.

#### RE is determined locally, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Local authority maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.

- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request RE in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements. Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned) or devise their own curriculum.

**RE is plural:**

- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and non-religious beliefs.

**RE, academies and free schools:**

- Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools.
- As set out in their funding agreements, all academies are required to provide RE for all pupils, from Reception to Sixth Form, except those whose parents exercise their right to withdrawal.
- An academy must adopt a syllabus for RE. There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus meets the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.
- RE is not subject to nationally prescribed purpose of study, aims, attainment targets, and assessment arrangements, but it is subject to inspection.

**What religions are to be taught?**

The agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example, Humanism, will also be the focus for study.

**Religious traditions are to be studied in depth as follows:**

**Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:**

4–5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5–7s Key Stage 1	Christians and Muslims or Jewish people
7–11s Key Stage 2	Christians, Muslims, Hindus and Jewish people

This is the **minimum requirement**. Many schools may wish to go beyond the minimum.

### Time for RE

Schools have a statutory responsibility to deliver RE to all pupils, except those withdrawn by parents.

**Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.**

There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

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 RE**. This is set out in the table below and based on the most recent national guidance.

<b>4–5s</b>	<b>36 hours of RE</b> (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
<b>5–7s:</b>	<b>36 hours of tuition per year</b> (e.g. an hour a week, or less than an hour a week plus a series of RE days)
<b>7–11s:</b>	<b>45 hours of tuition per year</b> (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

### Important notes:

- **RE is legally required for all pupils.** Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling.
- **RE is different from assembly.** Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for RE.
- **Flexible delivery of RE is often good practice:** an RE themed day, or week of study can complement, but not usually replace, the regular programme of timetabled lessons.
- **RE should be taught in clearly identifiable time.** There is a common frontier between RE and such subjects as literacy, citizenship or personal, social and emotional (PSHE). However, the times given above are explicitly for the clearly identifiable teaching of RE. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In Early Years Foundation Stage (EYFS), teachers should be able to indicate the opportunities they are providing to integrate RE into pupils' learning.

- **Coherence and progression.** Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in the locally agreed syllabus to provide coherence and progression in RE learning. Any schools in which headteachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve appropriate standards in their RE.

### RE in EYFS: Programme of Study

The EYFS describes the phase of a child's education from birth to the end of the Reception year at the age of five. Religious Education is statutory for all children registered on the school roll. The statutory requirement for religious education does not extend to Nursery classes in maintained schools. RE may, however, form a valuable part of the educational experience of children throughout the key stage. In the EYFS curriculum, learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads.

Early Years Foundation Stage (EYFS)		Key Stage 1
Nursery	Reception	Year 1 and upwards
RE is non-statutory, but teachers may choose to incorporate RE material into children's activities if they choose to.	RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to this Agreed Syllabus for RE.	RE is a compulsory part of the basic curriculum for all Key Stage 1 pupils, and should be taught according to this Agreed Syllabus for RE.
Early Learning Goals outline what pupils should achieve by the end of Reception year. The National Curriculum is not taught.		The National Curriculum is taught alongside RE
Some settings have children from both Nursery and Reception in an EYFS Unit. Planning will need to take account of the needs and expectations of both age groups.		

#### What do pupils get out of RE in this age group?

RE sits very firmly within the areas of PSHE development and understanding the world. This framework enables children to develop a positive sense of themselves and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

### RE in KS1: Programme of Study

#### What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

**Aims:**

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**RE teaching and learning should enable pupils to:**

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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**End of key stage outcomes**

**RE should enable pupils to:**

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

**RE in KS2: Programme of Study**

**What do pupils get out of RE at this key stage?**

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant



information, selecting examples and giving reasons to support their ideas and views.

**Aims:**

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own

RE teaching and learning should enable pupils to:

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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**End of key stage outcomes**

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

## RE in special schools

### Planning for RE in special schools

The law says that the agreed syllabus is to be taught to pupils with special educational needs and/or disabilities (SEND) 'as far as it is practicable'. Given the complex and individual needs of pupils in special schools, it is important that teachers avoid a 'deficit model' of planning, where the syllabus is watered down, adapting a few units of work, or teaching units for 4-6 year olds to 7-11s or 11-14s. Instead, we should draw on the key ideas of 'discovering, exploring, connecting and responding' from this agreed syllabus. Special school RE should explore authentic and central concepts from religions, on the basis of what will connect with pupils' experiences and enable them to respond.

### Assessment, achievement and attainment

The end of key stage outcomes support teachers' planning **for all pupils**.

- Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the key stage in clear view.
- Using the learning outcomes for each key question is also essential when planning learning activities for pupils.
- Setting high expectations early in the key stage, in terms of the matters, skills and processes of RE is most likely to enable pupils to reach the highest possible standards for all groups of pupils.

## RE and British values

- From September 2014, school inspection in England explores and judges the contribution schools make to actively promoting British values. RE can make a key educational contribution to pupils' explorations of British values, and excellent teaching of RE can enable pupils to learn to think for themselves about them.
- Questions about whether social and moral values are best described as 'British values' or seen as more universal human values will continue to be debated (not least in the RE classroom!), but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports pupils and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.
- Values education and moral development are a part of a school's holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils' moral development is a whole-school issue.

## Models of curriculum provision

The syllabus allows flexibility in RE provision and it is for schools to decide how RE should be delivered, ensuring that there is continuity and progression in learning across key stages, and that annual reports of pupils' progress can be provided.

Primary schools will have different approaches to meet different requirements. They may use the following approaches or a combination of them:

- teaching RE as a separate subject either timetabled on a weekly basis or delivered in blocks of time at different points in the school year (ensuring the requirements of the agreed syllabus are met)

- teaching RE within whole-school topics which bring together a number of subject areas (note: if this approach is followed it is essential that RE is planned to meet the objectives of the agreed syllabus)
- teaching some religions separately, or systematically – there are several units that enable this
- teaching RE units thematically i.e. teaching units which draw on more than one religion to explore a religious concept such as sacred books, worship or life as journey – there are units that take a thematic approach
- organising a rolling programme of study units, in order to meet the needs of schools with mixed-age classes, with units planned so that the pitch and expectations for each unit are matched to the different ages and abilities within the class. (For example, a mixed Year 3 and 4 class may be taught a sequence of RE units over a two year cycle, year A and year B, ensuring learning outcomes and activities are carefully planned to meet pupils' different ages and abilities)
- in small schools, the emerging, expected and exceeding learning outcomes in each unit mean that it is also possible to use a spiral curriculum in which the same RE unit is taught across all classes, ages and abilities at a given time, planned so that pitch and expectations are matched to different ages and abilities across the key stage
- some schools use an 'RE Week' or an 'RE Day' to focus learning, then follow up the 'big experience' with linked lessons over several weeks. Such 'big events' planning is demanding of teachers, but can help the whole school to focus and develop the subject. A day is about five hours, so is not, of course, a substitute for a term's work. The key to success is clarity about the RE learning that is planned.

### **Planning to ensure continuity and progressions**

Continuity can be achieved if planning starts from the agreed syllabus and careful attention is paid to what has been taught before and what is likely to follow.

Progression is the development of knowledge and understanding, skills, concepts and attitudes in a key stage and in relation to previous and subsequent key stages. It is achieved through building on earlier learning. It is not just about accumulation of knowledge but concerns a developing ability to deepen understanding by making use of reflective, interpretative and evaluative skills. Pupils should increasingly be challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

Progression is characterised by the provision of opportunities for pupils to:

- extend their knowledge and understanding of religions and beliefs
- extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
- explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

Continuity and progression can be achieved when pupils have increasingly challenging opportunities to:

- appreciate the importance of religion in the lives of many people
- grow in understanding of the influence of belief on behaviour, values and attitudes
- consider their own beliefs, values and attitudes
- consider religious perspectives on contemporary social and moral issues.

### **Religious Education, from Deep Dive suggested questions**

#### **Subject Leaders:**

- Has the school successfully implemented the Derbyshire and Derby City Agreed Syllabus for RE 2020-2025? What difference has this made to the quality of teaching and learning in RE in your

school?

- How is the curriculum for RE organised to ensure the aims of the syllabus can be effectively met?
- Have you been able to undertake any continuing professional development (CPD) opportunities to support the new agreed syllabus?
- How are you able to support non-specialist colleagues to teach RE in your school?
- How do you ensure coherence and progression in RE?
- What would you expect pupils to know and understand at the end of each key stage?
- How do you ensure pupils retain the 'sticky knowledge' required to understand religious concepts and different faiths?
- How are you able to make RE relevant to the lives of pupils at the school?
- What contribution does RE make to the promotion of British values across the curriculum?

**Class Teacher:**

- How did today's lesson build upon pupils' previous knowledge in RE?
- How did you ensure that all pupils, including pupils with SEND, could access the learning?
- How did you think that the Derbyshire and Derby City Agreed Syllabus 2020-2025 has helped you to plan your lessons effectively?
- How did you encourage pupils to understand and develop vocabulary relevant to RE?
- How did you seek to provide opportunities for pupils to reflect upon their own lives?

**Pupils:**

- Do you enjoy RE lessons?
- Why do you think learning about Christianity and other religions is important?
- Do your lessons help you understand how people think and feel about their own religious and non-religious beliefs?
- What do you think religions have in common? How are they sometimes different?
- Do you think you are given enough time to develop and share your own ideas with other pupils?

## Supporting schools with Collective worship: a proposal from RE Today Services

The broad role of SACRE is **to support the effective provision of RE and Collective Worship in schools**. The functions of SACRE are detailed in section 391 Education Act 1996 (as amended). Other responsibilities are outlined in: Religious Education in English Schools: non-statutory guidance 2010; SACRE and Self Evaluation: A guide Ofsted 2005; Circular 1/94 (Collective Worship).

These responsibilities include:

- **to advise** the Authority on such matters connected with Religious Education and Collective Worship in City of Stoke-on-Trent Community schools, Foundation schools without a religious character and Voluntary Controlled schools.
- **to receive, determine and review** applications from headteachers that the requirement for **Collective Worship** in community schools to be wholly or mainly of a broadly Christian character shall not apply to the collective worship provided for some or all of the pupils at that particular school.

It is part of the duty of SACRE to support schools with their Collective worship. To this end RE Today Services have worked with several SACREs to produce a booklet for schools with associated training for schools. The booklet contains a variety of resources including a policy, aims, legal requirements, planning principles, themes, strategies and approaches as well as many other elements of guidance resources for use in collective worship in schools.

The associated training is offered at the launch of the booklet and in other places the webinars and training events have been extraordinarily popular, several attracting over 50 teachers and school leaders.

RE Today services would be pleased to work with SACREs to create a version of this resource that is suitable for your schools and provide training. Do contact us if this is something you would like to take further.

### Fiona Moss and Lat Blaylock RE Today Services

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## **Possible RE Today training for Derby City and Derbyshire schools**

### **Help I'm the RE subject leader: Primary**

*1 day: can be provided as a face to face event or a virtual event.*

This course is ideal for new subject leaders and will take place face to face/online. If you have been an RE subject leader for a while and have not attended similar training you will also find this useful. This gives great support to a new subject leader in a community or a church school during their early days of leading the subject

The three sessions during the day will provide you with the knowledge and confidence to be an effective and inspirational RE subject leader in the primary school. Explore the role of the subject leader, using practical activities to develop your understanding of RE and your leadership and management skills. Focus on creative task setting, planning a scheme of work using your locally agreed syllabus, and effective and manageable monitoring and self evaluation.

Leading:

- Understanding of the statutory requirements for RE
- The role of the subject leader
- What is RE for? Exploring the aims and purposes of RE
- RE in your school – activities to share with colleagues

Enthuse, empower and inspire:

- Creative and effective task setting in RE
- Activities for children from 4-11 that will challenge, inspire and inform

RE and the curriculum Knowing where you're going:

- Effective and manageable monitoring and evaluation
- Bringing about necessary change.

### **RE in the Early years**

*1 day or half a day: this works best as a face to face event*

How does RE fit into the new EYFS requirements?

This course will provide ideas for teaching and learning that fit with the new requirements. We will give time for practitioners to share ideas and resources. There will be suggestions of how to include story, festival art and song into RE in the reception class.

## **Deep diving into RE: Primary and Secondary**

*Ideally 2 x 2 hour online sessions with a gap task or (less ideal) 1 x 4 hour long afternoon*

These sessions/this session helps teacher to consider what a good RE curriculum looks like and how to answer any questions on RE provision, quality and progression in the subject from visitors including OFSTED inspectors.

We will look carefully at the OFSTED research review and consider what that might mean for RE in our schools.