

Public Document Pack
ROYAL BOROUGH OF WINDSOR & MAIDENHEAD
STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION

will meet on Thursday, 10th May, 2018

at 7.30 pm



DESBOROUGH SUITE - TOWN HALL,

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3.	Minutes Of Meeting on 6th March 2018	3 - 6
4.	Membership Update	-
5.	Review of Proposed Agreed Syllabus from September 2018	7 - 20
6.	Syllabus Launch	-
7.	Any Other Business	-
8.	Dates Of Future Meetings Wednesday 6 th June at 7.30pm in Council Chamber, Town Hall, Maidenhead.	-

Members of the Press and Public are welcome to attend this meeting.

Nabihah Hassan-Farooq Democratic Services 01628 796345

Issued: 1st May 2018

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ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD

AGREED SYLLABUS CONFERENCE

6 March 2018

PRESENT: Michael Gammage (Chairman), Karen Butler (Vice-Chairman), Saghir Ahmed, Deborah Firth, Ila Gangotra, Hillary Harris, Margaret Dudley Barbara Meaney, Louise Ceska, Cllr Natasha Airey, Cllr Mohammed Ilyas and Cllr Richard Kellaway.

Officers in attendance: Anne Andrews, Clive Haines and Nabihah Hassan-Farooq

ACTION

1 Welcome

The Chair began the meeting by welcoming all Members.

2 Apologies For Absence

Apologies of absence were received from Reverend Sally Lynch, Reverend Rosie Webb, Chris Sayers, Deborah Firth, Ravinder Singh Zandu and Ceri Neil.

3 Minutes Of Meeting on the 28th November 2017

That the minutes of the previous meeting were approved as an accurate record.

4 Matters Arising

No further items were raised by Members.

5 Agreed Syllabus Review

Anne Andrews gave a presentation to the SACRE which set out changes to the syllabus. The Pan-Berkshire Agreed Syllabus Review included the need to align with most recent national early years framework (2017) for early years along with the added expectation that schools were ensuring their EYFS RE was aligned with the most recent EYFS national framework.

The presentation highlighted the following points:

By the end of KS2, Christianity would be taught in every year group plus Hinduism, Islam, Judaism and Sikhism. Other religions could be included but were not compulsory. There was a new requirement to include a secular worldview at KS3.

Members also discussed ways in which the SACRE would make decisions on how to disseminate the revised syllabus to the schools in their locality. Members also discussed whether a data set had been used for the recommendation for inclusion of other faiths into earlier Key Stages, and it was confirmed that VA Schools as Church schools had freedom and did not need to follow the agreed syllabus. Members discussed the inclusion of Islam at KS1 and agreed that the inclusion of this religion was a positive move and reactive to the recent PREVENT guidance. It was clarified that Islam would be taught once in KS1 and once in KS3 and that Christianity would continue being taught in every year group. Councillor Airey asked for consistency around 'secular world views' within the syllabus as there had been some mention of

'humanism,' which could lead to a heavily weighted preference to teach humanism. Members also discussed whether the inclusion of chronology of religions should be included and it was clarified that children in classrooms do already receive support in understanding the chronology of religions.

ACTION- That the term 'humanism' be removed and replaced with a 'secular world view' or 'non-religious worldview' to allow freedom of choice for the 'secular world/non-religious worldview' to be taught and to help give clearer guidance for all teachers.

That an outline of all Key stages (1-3) questions overview was discussed, which included current key questions which would be amended to add clarity in light of consultation and feedback. The Chair suggested that any suggestions for the questions should be sent through to Anne Andrews by the 23rd March 2018. It was also agreed that at KS4, that all students would have a statutory entitlement to RE at KS4 and that they should all have access to an accredited course e.g. GCSE and that this expectation should be strengthened and that the expectation was that children at KS4 should have 40 hours of RE. Members discussed the requirement of GCSE RE examinations and that they included two religious worldview examinations and that some syllabus' included philosophy and ethics.

ACTION- That Anne Andrew feeds back to Jan Lever regarding the previous requirement for KS4 and whether the original wording should be retained.

The SACRE discussed attainment targets 1 and 2, which included "learning about" and "learning from" religions and worldviews. Members disagreed with the "learning about" and "learning from" structure and would like to see this changed. Karen Butler stated that further consultations with teachers was needed to gain more insight into this.

ACTION- For All SACRE Members to email Jan Lever individually with their views and recommendations for "learning about" and "learning from".

Members were also reminded that voluntary schools were free to depart from the agreed syllabus conference as they were governed by separate rules and guidance. The composite of religions being taught throughout the year were discussed, and it was noted that the addition of alternate religions would be taught within the smaller term of the school year. The enquiry approach had been retained and there had been more emphasis upon the 4-step teaching and learning process had been achieved. A decision had been made to work on making key concepts of each religion and worldview to be studied as mandatory and more explicit to help teachers focus on these. Teachers had advised that they did not understand the concepts and that there was a disconnect between the questions and listed key concepts. Members discussed the need for cohesive definitions to be embedded or to remove the key concepts.

Next steps included, discussions between the SACRES at the Spring term SACRE meetings and for further thoughts to be sent to Jan Lever by the 29th March 2018. The final draft of the Pan-Berkshire Agreed Syllabus Review was to be discussed at the Hub meeting on the 24th April at Shute End, Wokingham. Members were unhappy with the time slot given to discuss the syllabus and felt that more time should be given to this session. There was also an opportunity for all SACRE members to be walked through the revised syllabus and discuss it at the Pan-Berkshire SACRE 'training' event being held on the 24th April, 2018 at Wokingham. The Teacher's focus group and SACRES

were to discuss final draft during May 2018 and for any members to send any comments to Jan Lever by the 25th May 2018. The final version would be sent to all SACRE Hub Members in June for approval. It was agreed that each SACRE would need to write its own foreword for the revised syllabus and that this would be signed off by the relevant Chief Executive/Director of Education for each local authority and sent to Jan Lever by the 15th June 2018.

6 Pan-Berkshire Hub Agreed Syllabus Review

Training Session to be held on;

- The Hub Session at Shute End, Wokingham on the 24th April 2018.

7 AOB

No further matters were raised.

8 Dates of Future Meetings

TBC

The meeting, which began at 7.40 pm, ended at 9.04 pm

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The Pan-Berkshire Agreed Syllabus for Religious Education 2018- 2023

Draft 6

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Foreword

Each SACRE/LA to produce its own and send to JL by 15th June

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Introduction

WHAT IS THE PURPOSE OF THE AGREED SYLLABUS?

The locally agreed syllabus forms the foundation of Religious Education in maintained schools without a religious character and maintained voluntary controlled schools. Academies without a religious character must follow Agreed Syllabus RE, though they are free to choose which Agreed Syllabus they follow.

The agreed syllabus should satisfy two key requirements:

- the law (as set out in the Education Act 1996)
- the aims of RE as defined by the local Agreed Syllabus Conference

At teachers' requests, the statutory requirements of the Pan-Berkshire agreed syllabus are contained in this succinct document.

Further guidance on the Key Questions for each religion/ belief system required to be studied, implementation and delivery is offered in accompanying online support documents.

ALL schools have the statutory obligation to teach Religious Education to ALL pupils.

RE should be taught to all pupils in full-time education in schools, except for those withdrawn at the written request of their parents.

(REFERENCE 'EDUCATION ACT' 1944, 'RE IN ENGLISH SCHOOLS: NON-STATUTORY GUIDANCE 2010, DCSF).

WHAT IS THE PURPOSE AND AIM OF RE IN SCHOOLS?

The purpose of RE is to promote religious literacy. Religious literacy requires pupils to gain knowledge and understanding of a range of religions and worldviews and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. In addition to learning about religions and worldviews, Religious Education offers students the chance to develop spiritually, morally, socially and culturally and to reflect on their own beliefs.

The non-statutory 2013 National Curriculum Framework for RE states that pupils should:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

To achieve these aims, Religious Education provokes challenging questions about meaning, purpose, beliefs about God, issues of right and wrong and what it means to be human.

RE plays an important role in preparing pupils for life in the modern world, and should enable them to flourish as citizens in a pluralistic, global society.

HOW WILL THIS SYLLABUS HELP YOUNG PEOPLE ACROSS BERKSHIRE TO ACHIEVE THESE AIMS?

The Pan-Berkshire syllabus (2018-2023) is based on similar “big questions” to those found in the 2012-17 version of the syllabus; the links between the three strands of “Belonging, Believing and Behaving” are made more explicit and there are now expected outcomes to replace the Attainment Levels. The links between “learning about” and “learning from” are made more explicit and integrated into the expected outcomes, as they combine the need to demonstrate knowledge with an understanding of the impact, necessitating the deployment of specific skills. It is intended that progression in learning will be assessed by the school and will probably reflect Bloom's or SOLO Taxonomy.

The supplementary guidance material that supports this syllabus will explore this further and give information regarding these suggested taxonomies.

This syllabus builds on the previous one by demanding a slightly wider range of religions and belief systems are taught as statutory requirements, bringing Islam into the Primary Phase and specifying the study of a non-religious worldview, probably Humanism, in Key Stage 3.

However, more flexibility is also built in.

Schools are free to add additional religions and belief systems as relevant to their school community.

WHICH RELIGIONS/BELIEF SYSTEMS ARE STATUTORY IN THIS SYLLABUS**EARLY YEARS FOUNDATION STAGE (EYFS, ages 3-4)**

RE is only statutory for EYFS children registered on the school roll i.e. from their Reception Year, not for those in nursery classes in maintained schools or in other early years settings. Where it is statutory, the RE should be aligned to the most recent EYFS framework.

During the Reception Year (ages 4-5), pupils **MUST** encounter Christianity **PLUS** at least one other religion from Hinduism, Islam, Judaism and Sikhism.

It is expected that learning will be experiential and thematic during the EYFS.

PRIMARY PHASE (Years 1- 6, ages 5-11)

By the end of Key Stage 2 (Year 6, age 11), pupils **MUST** have:

studied Christianity in every year group **PLUS** Hinduism, Islam, Judaism and Sikhism,
by exploring the Key Questions for the relevant Key Stage, and have achieved the expected outcomes identified in the syllabus.

LOWER SECONDARY PHASE (Years 7- 9, ages 12-14)

By the end of Key Stage 3 (Year 9, age 14), pupils **MUST** have:

studied Christianity in every year group **PLUS** Buddhism, Islam and a non-religious worldview e.g. Humanism,

by exploring the Key Questions for Key Stage 3, and must have achieved the expected outcomes identified in the syllabus.

These requirements apply to ALL pupils in Key Stage 3 , even those undertaking early-entry GCSE courses starting in Year 9.

UPPER SECONDARY PHASE (Years 10-13, ages 15-18)

By the end of Key Stage 4 (Year 11, age 16), pupils **MUST** have:

studied Christianity and at least one other religion or non-religious worldview.

All pupils must receive Religious Education and should follow an externally accredited course for Religious Studies e.g. GCSE, or an alternative, well-structured and challenging programme of Religious Education. Schools are encouraged to facilitate examination entry for as many students as possible.

POST-16

All students **MUST** receive Religious Education. Students should have the opportunity to follow a course, or modules, which lead to external accreditation e.g. A level Religious Studies. Suggested modules are set out in the supporting guidance material.

Reception Year and Key Stage 1 (ages 4-7)**Reception Year****Which religions?**

Children's Reception Year (age 5), is part of the Early Years Foundation Stage. During this year they should encounter Christianity and at least one of the other principal religions required by the end of Key Stage 2, and their learning should be aligned to the most recent national EYFS Framework. Learning is expected to be experiential and thematic.

Key Stage 1**Which religions?**

Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism, must be studied in each year group in Key Stage 1. Whole Primary Phase planning must ensure coverage of the required religions by the end of Key Stage 2.

Expected Outcomes for Key Stage 1

By the end of Key Stage 1 (Year 2, age 7) pupils are expected to achieve the following four outcomes in their study of Christianity and to achieve at least two of these outcomes for each of the other religion/s studied, mindful of the holistic learning needed by the end of the Primary Phase.

Key Stage 1 Expected outcomes - Enquiry and Impact	
Exp.A	Recognise and give simple accounts of the core beliefs.
Exp.B	Retell a range of religious stories and explain how they link to the core beliefs and practices.
Exp.C	Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Exp.D	Recognise the roles of religious leaders and sacred texts.

These outcomes should be achieved through exploration of the following **Key Questions**:

Key Stage 1 - Key Questions		
Qu.1	How do some religions demonstrate that everyone is special?	(Believing/Belonging)
Qu.2	Why are religious celebrations important to some people but not to others?	(Believing/Belonging/Behaving)
Qu.3	Does everyone believe the same things about God?	(Believing)
Qu.4	Why do symbols and stories play important roles in religions?	(Believing/Belonging/Behaving)
Qu.5	Why do some people follow religious leaders and teachings?	(Believing/Behaving)
Qu.6	How do some people's religious beliefs encourage them to care for the world?	(Believing/Behaving)

Which questions and how many at Key Stage 1?

All 6 Key Questions must be explored in the study of Christianity by the end of Key Stage 1. For each of the other religions studied, at least two of the questions should be addressed.

These questions can be adapted, combined or wording changed providing that the content and strands are retained and the outcomes are achieved.

RECOMMENDATIONS AND NOTES (NOT statutory)**Primary Phase (Key Stage 1)**

- It is recommended that just ONE of the mandatory religions is studied alongside Christianity in each year group (Reception to Year 6) during the Primary Phase.
- When the Primary Phase is split across schools, schools should liaise to ensure the full range of religions is covered and progression and continuity are considered.
- Schools should also liaise with the secondary schools they feed to ensure transition, continuity and progression.
- Sufficient teaching time, training and resources should be allocated to enable effective leadership and delivery.

Minimum teaching time:

Key Stage 1: 36 hours per year

- Other principal religions and worldviews of local significance may be studied in addition to the required statutory religions, at the school's discretion.
- The underpinning themes of Believing, Behaving and Belonging need to be integrated in RE planning.
- Parents have the right to withdraw their children from RE.

Key Stage 2 (Years 3-6, ages 8-11)**Which religions?****Christianity, Hinduism, Islam, Judaism and Sikhism by the end of Key Stage 2**

Christianity plus one other religion from Hinduism, Islam, Judaism or Sikhism, must be studied in each year group, ensuring coverage of the required religions by the end of Key Stage2, and building on the learning achieved in Key Stage 1.

Expected Outcomes for Lower and Upper Key Stage 2

By the end of LOWER Key Stage 2 (Year 4, age 9) pupils are expected achieve the following **four outcomes** in their study of **Christianity** and to achieve **at least two** of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage.

Lower Key Stage 2 Expected outcomes - Enquiry and Impact	
Exp.A	Explain the significance of religious leaders and sacred texts.
Exp.B	Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Exp.C	Identify how core beliefs can guide lifestyle choices.
Exp.D	Recognise how religious identity can be shaped by family, community and practice.

→ By the end of UPPER Key Stage 2 (Year 6, age 11) pupils are expected to achieve the following **four outcomes** in their study of **Christianity** and to achieve **at least two** of these outcomes for each of the other religion/s studied. The choice of outcomes needs to ensure as holistic an understanding of each of the religions studied (especially the core beliefs and their application) as possible and take account of progress through the whole key stage.

Upper Key Stage 2 Expected outcomes - Enquiry and Impact	
Exp.A	Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
Exp.B	Explain and demonstrate how and why believers show courage and commitment.
Exp.C	Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Exp.D	Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

These outcomes should be achieved through exploration of the following **Key Questions**:

Key Stage 2 - Key Questions		
Qu.1	To what extent does participating in worship and/or prayer generate a sense of belonging?	(Believing/Belonging)
Qu.2	Do Rites of Passage always help a believer to feel connected to God and/or community?	(Believing/Belonging/Behaving)
Qu.3	How can music and the arts help express and communicate religious beliefs?	(Believing/Belonging)
Qu.4	To what extent do religious beliefs influence and encourage 'good' behaviour?	(Believing/Behaving)
Qu.5	How do religious leaders and sacred texts contribute to believers' understanding of their faith?	(Believing)
Qu.6	How well does faith help people cope with matters of life and death?	(Believing/Behaving)
Qu.7	What difference might it make to believe in God as Creator?	(Believing/Behaving)
Qu.8	How might beliefs and community shape a person's identity?	(Believing/Belonging)

Which questions and how many at Key Stage 2?

All 8 Key Questions must be explored in the study of Christianity across Key Stage 2.

For the other principal religions studied in the Primary Phase (Hinduism, Islam, Judaism and Sikhism) it will not be possible to explore all 8 Key Questions for each religion. Therefore, schools are asked to select the Key Questions (at least 2 for each religion) to enable depth of study into each religion and breadth of study across the religions studied in the Primary Phase, building on the foundation learning achieved in Key Stage 1.

These questions can be adapted, combined or wording changed providing that the content and strands are retained and the outcomes are achieved.

RECOMMENDATIONS AND NOTES (NOT statutory)**Primary Phase**

- It is recommended that just ONE of the mandatory religions is studied alongside Christianity in each year group (Reception to Year 6) during the Primary Phase.
- When the Primary Phase is split across schools, schools should liaise to ensure the full range of religions is covered and progression and continuity are considered.
- Schools should also liaise with the secondary schools they feed to ensure transition, continuity and progression.
- Sufficient teaching time, training and resources should be allocated to enable effective leadership and delivery.

Minimum teaching time:

Key Stage 2: 45 hours per year

- Other principal religions and worldviews of local significance may be studied in addition to the required statutory religions, at the school's discretion.
- The underpinning themes of Believing, Behaving and Belonging need to be integrated in RE planning.
- Parents have the right to withdraw their children from RE.

Key Stage 3**Which religions/belief systems?****Christianity, Buddhism, Islam and a non-religious worldview e.g. Humanism, by the end of Key Stage 3**

Christianity plus one other religion/belief system from Buddhism, Islam and a non-religious worldview e.g. Humanism, must be studied in each year group, ensuring coverage of the required religions/worldview by the end of Key Stage 3, building on the Primary Phase learning.

Additional religions/worldviews may be included to allow a range of beliefs to be studied in relation to a specific key question.

Expected Outcomes for Key Stage 3

By the end of Key Stage 3 (Year 9, age 14), pupils are expected to achieve **all four** of the following outcomes in relation to **Christianity** and to achieve **at least two** of these outcomes for each of the other religions/belief systems studied.

Over the course of this phase pupils must acquire as holistic an understanding of all the religions/belief systems studied (especially the core beliefs and their application) as possible.

These requirements apply to ALL pupils in Key Stage 3, even those undertaking early-entry GCSE courses starting in Year 9.

Key Stage 3 Expected Outcomes - Enquiry and Impact	
Exp.A	Identify the nature of spiritual experience and its influence on believers' lives, sense of purpose and religious practice.
Exp.B	Evaluate how far concepts of truth, right and wrong generated by different belief systems are used to justify behaviour.
Exp.C	Explain and evaluate how beliefs about God determine responses to personal, social and global issues.
Exp.D	Evaluate the 'sacredness' of texts and the impact of divergent interpretations.

These outcomes should be achieved through exploration of the following **Key Questions**:

Key Stage 3 - Key Questions		
Qu.1	Is there more than one way to be spiritual?	(Believing/Behaving/Belonging)
Qu.2	How far does a person's understanding of God influence their sense of purpose?	(Believing/Belonging/Behaving)
Qu.3	How might beliefs shape concepts of truth, right and wrong?	(Believing/Behaving)
Qu.4	In what ways do science, belief and religion interact and what difference might this make?	(Believing/Behaving)
Qu.5	To what extent should people from different belief systems manage their differences and co-operate for the common good?	(Believing/Behaving/Belonging)
Qu.6	To what extent do religious or non-religious beliefs affect personal relationships?	(Believing/Behaving)
Qu.7	Why might it matter that sacred texts are often open to interpretation?	(Believing/Behaving)
Qu.8	How might belief affect people's responses towards social and global issues?	(Believing/Behaving)

Which questions and how many at Key Stage 3?

All 8 Key Questions must be explored in the study of Christianity across Key Stage 3.

For the other principal religions/ belief systems studied in Key Stage 3, (Buddhism, Islam and Humanism/ non-religious world-views) it will not be possible to explore all 8 Key Questions for each. Therefore, schools are asked to select the Key Questions (**at least 2** for each religion/belief system) to enable depth of study into each and breadth of study across them in the Key Stage 3.

These questions can be adapted, combined or wording changed providing that the content and strands are retained and the outcomes are achieved.

RECOMMENDATIONS AND NOTES (NOT statutory)**Secondary Phase**

- Schools should liaise with their feeder schools to ensure progression and continuity through the transition into the Secondary Phase.
- Sufficient teaching time, training and resources, should be allocated to enable effective leadership and delivery

Minimum teaching time:

Key Stage 3: 45 hours per year

(Key Stage 4: 40 hours per year)

Post-16: 10 hours per year

- Other principal religions and worldviews of local significance may also be studied at the school's discretion
- Schools are encouraged to facilitate external-examination entry for as many pupils/students as possible.
- The underpinning themes of Believing, Behaving and Belonging need to be integrated in RE planning.
- Parents have the right to withdraw their children from RE before they reach 18

Rationale and Acknowledgements

Much thought, consideration and time has been devoted to this 2018-23 agreed syllabus for Religious Education, in order to bring clarity to the requirements and expectations of RE, whilst ensuring the excellent RE practice in many schools across Berkshire is maintained and not disrupted by a new syllabus.

All 6 Berkshire SACREs (Standing Advisory Councils on Religious Education) worked together, using the Pan-Berkshire SACRE Hub as the conduit for consultation, and invited consultation with teachers and faith and belief communities to ensure the revisions made move RE in Berkshire forward.

Understanding the ever-present pressures competing for teacher-time, the statutory aspects of the syllabus have been condensed and collated on just a few pages, each Key Stage being seen in its own right whilst always understanding that planning should be undertaken across the Key Stages to ensure as comprehensive and holistic an RE learning journey as possible for every pupil.

The aims are:

- to clarify and make concise the statutory aspects of the syllabus,
- to retain the enquiry-approach,
- to simplify the layout of the Key Questions, making the wording more 'open' and encompassing both Attainment Targets 1 and 2 (learning about and from religion and belief systems) within each question,
- to keep the underpinning Believing, Belonging, Behaving structure to ensure the focus on core beliefs and their application
- to make the expectation as to what is taught in the given RE curriculum time as realistic as possible
- to set out the expected learning outcomes for each Key Stage to enable the planning process to start with clear aims for pupils' RE learning

Thanks go to all those who have dedicated time and expertise to the revision of the Pan-Berkshire agreed syllabus for RE, including:

All 6 SACREs, chairs, vice-chairs, clerks, members and advisers

Headteachers and teachers of RE

Leaders and members of faith and belief communities

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Pan-Berkshire SACRE Hub Meeting

24 April 2018 Shute End, Wokingham

Note and actions for SACREs from the meeting

ACTIONS AND PROMPTS FOR FORTHCOMING SACRE MEETINGS ARE HIGHLIGHTED IN GREEN

Agenda:

- 1. Future of the Pan-Berkshire SACRE Hub**
- 2. Agreed syllabus review: progress**
- 3. Agreed syllabus launch/intro events**

Present: Jan Lever, Michael Freeman, Stephen Vegh, Karen Butler, David Taylor, Alison Harris, Zvi Solomon, David Rees, Brian Crisell, Beth Rowlands, Mark Laynesmith, Anne Andrews, Natasha Airey

Apologies: Mobsshir Mushtaq; Julie Siddiqi; Hardip Singh Sohail; Madeline Diver

The Hub meeting was followed by an open meeting to discuss the syllabus review.

Comments from both meetings have been incorporated into Draft 6 of the syllabus.

1. Future of the Pan-Berkshire SACRE Hub

ACTION

Discuss, and send thoughts/decisions to Jan Lever by Friday 22 June

JL outlined the question about the continuation of the hub and reiterated the rationale behind the hub when it was set up: to pool resources, offer consistency across the 6LA areas, to work on a joint project... the Crossing the Bridges Project, all of which would establish the Hub before it became the main conduit for revising the agreed syllabus. Now the syllabus is almost completed, the question was posed as to whether the 6 SACREs wish to continue the Hub. Ongoing work could include moving forward with the Crossing the Bridges Project and building the body of online support and guidance materials to accompany the revised syllabus. Questions of ongoing work e.g. the Crossing the Bridges and the syllabus support and guidance material.

To continue the hub will need finance, unless a volunteer takes it on. SACRES need to decide whether they have the funding and if so, how they wish this to be spent.

There was general consensus that the hub is a good idea, but appreciation that there may not be funding sufficient for it to continue at the moment.

SACREs to discuss their position re continuation of the Hub, whether they can commit funding to it in this financial year, and if so, how much.

£900 contribution from each SACRE would be less than the £1700 from each contributed this year to cover the syllabus review work, but enough to achieve worthwhile work.

If this is manageable, how would SACREs like to spend this money (i.e. the pot of £5400)?

Possibilities:

Hub management

- Hub management/co-ordination done by a consultant would cost £500 a term, to include preparing for each of the 3 termly meetings, following up with notes and action points, advising between meetings
- Hub management done by a SACRE member on a voluntary basis
- Another management arrangement

Project work could be led/managed either by consultants @£500 a day or by a designated project leader who could be a volunteer or maybe a teacher with supply costs covered @ £250 a day paid to their school. A project Lead is a necessity with accountability and project plans monitored by the Hub. Suggested projects:

- Enhance and disseminate Crossing the Bridges Project
- Project work on guidance and online support materials to accompany the new syllabus

2. Agreed syllabus review

ACTION

Discuss Agreed syllabus, Draft 6, and send comments to Jan Lever by 25 May.

As the next round of SACRE meetings (excepting West Berkshire) are scheduled for June, please send Draft 6 to members for comment before those meetings as the deadline for comments to be with Jan Lever is 5pm 25 May.

Notes from the meeting:

JL talked through the summary document explaining the consultation/work so far. See summary chart:

You said	We did
Make it smaller	Succinct statutory syllabus PLUS online guidance
Make the statutory aspects clearer	Each age phase on separate page/s
Keep the enquiry approach	Yes, more in guidance
Keep Believing, Behaving, Belonging	Made more explicit with the key questions
Keep the distinction between AT1 and AT2	Integrated into questions and outcomes. More holistic
2013 non-statutory framework: mixed responses	Syllabus not arranged by the 3 strands of this framework but all 3 are integrated into this syllabus questions and outcomes
Align EYFS to most recent EYFS framework	EYFS added and explained. More in guidance
More flexibility at Primary Phase	Divide between KS1 and 2 removed: Primary Phase, so more flexibility

Add Islam at Primary Phase	Done
Add Humanism at Secondary Phase	Done
Strengthen KS4 requirement	Wording to be agreed 24 April
Help us with assessment	Added clear outcomes
Make the 4-step planning cycle more explicit	More in guidance
Keep the Key Question approach but word the questions as OPEN questions	Most questions are framed as open questions. The couple that are not will not affect enquiry pedagogy as this is established already.
Re-word some of the questions	Done
No need for 'concepts' page	Taken out (Could move to guidance)
Give teachers as much guidance as possible	Guidance and support materials to be updated and uploaded as online documents, then added to

JL explained how the statutory aspects of the syllabus have been brought together into a succinct 12-page document which:

- Incorporates the 3 strands of the 2013 non-statutory national curriculum framework for RE,
- Has new key questions that are mostly framed as open questions and integrate attainment targets 1 and 2, maintain the enquiry approach and address the same content /subject knowledge as the previous syllabus questions, keep 'believing, belonging, behaving'.

This succinct document is designed to make it easy for teachers working in the different Key Stages to see what the expectations are for their particular Key Stage, by providing a 2-page 'pull-out' piece summarising the outcomes, questions etc

The group discussed Draft 5 and useful points were made that have been incorporated into the attached Draft 6.

SV asked a question about the guidance and how soon it could be ready. Some will be ready by the syllabus launch dates and new material would need to be added during the coming year.

SACREs need to work out where the guidance will be hosted e.g. on their LA web pages?

JL asked if each LA wants to design their own syllabus in terms of appearance and logo but it was agreed that JL sources a graphic designer as this will keep consistency in what is, after all, a joint syllabus.

SACREs need to decide how many copies they will print, how it is bound and how they will disseminate it.

ML suggested that SACREs will need to form working groups to maintain, produce and work on the guidance.

DT requested that the requirement for all schools to teach RE is highlighted. (Now done in Draft 6)

SV requested information on withdrawal to make it clear what the expectation is. (Noted to include in guidance)

ML asked a question about the Foreword and the legal situation was clarified.

SV required that the requirement for Y9s who have started GCSE still to receive RS be made much clearer. (Now done in Draft 6)

Lively, informed discussion about the key questions leading to debate about the underpinning purpose of RE and the best approach and pedagogy.

NA raised the question of humanism/non-religious world view/atheist/secularist – group agreed the wording: a non-religious worldview e.g. Humanism (Now done in Draft 6)

Syllabus review actions, next steps and deadlines:

1. **SACREs and teacher Focus Group to discuss Draft 6 during May and send any last thoughts to JL by email by 5pm, 25th May. No amends/thoughts will be accepted after this date as the syllabus will need to be ratified and printed etc in time for launch events in July;**
2. **SACRE Hub members to be sent the final copy early June to ratify;**
3. **Forewords for the revised syllabus. Each SACRE will need to write its own Foreword for the revised syllabus. This will need to be signed off by the Chief Executive Officer/ Director of Education of each Council and be sent to Jan Lever by email by 5pm 15th June 2018;**
4. **SACREs will also need to make their own decisions as to how they will disseminate the revised syllabus to their schools;**
5. **Please send JL your current LA logo if it has changed since the printing of the current syllabus in 2012.**

3. Agreed syllabus launch/intro events

ACTION

Each SACRE to send ALL details of their launch event to JL so she can invite all Directory contributors to attend all the events.

JL needs confirmation of:

Date, time, venue, name and contact details of the person they should RSVP to

Send to JL by 5pm on 25 May so invitation can be sent out in time for the July events.

Each SACRE is organising its own launch/introductory event:

West Berkshire: 3 July

Wokingham 9 July

RBWM 9 July

Bracknell Forest 10 July

Slough 12 July

Reading tbc

Deadline dates: 25 May and 22 June

Thank you for all the comments and thought on the syllabus so far.

Jan Lever (Hub manager on behalf of Berkshire SACREs)

jan@janlevergroup.com

Feedback/comments on Draft 6

From: SACRE

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