

A G E N D A

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

Notice is hereby given that a meeting of the Kent Standing Advisory Council on Religious Education will be held in the Guru Nanak Darbbar Gurdwara, Gravesend DA12 1AG (use DA12 1EB for navigator) on Wednesday, 26th June, 2013 at 9.30 am

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

1. Membership
 - (i) To note the resignation of Mr N Utton-Group 3-Teacher Associations
 - (ii) To note the appointment of Deepinder Kaur Gill, Sikh representative on Group 1.
 - (iii) To note the composition of Group 4 – Local Authority:-
Nominees of Conservative Group :- Mr S Manion and Mr M Northey
Nominee of Labour Group :- Mr T Maddison
Nominee of UKIP:- Mr J Elenor
2. Apologies for Absence/Substitutes
3. Declarations of Interest
4. Minutes (Pages 1 - 10)
Minutes -7 March 2013
Matters Arising
5. SACRE Budget Summary - May 2013 (Pages 11 - 12)
6. Kent SACRE Development Plan (Pages 13 - 22)
7. Kent Youth SACRE - Meeting Date Wed.16 October 2013 at County Hall, Maidstone
8. Overview of National and Local Developments (Pages 23 - 30)
 - (i) RE Quality Mark
 - (ii) Westhill Awards
 - (iii) REC Draft Programmes of Study
9. Any other items which the Chairman decides are urgent
10. Meeting Dates
Meeting Dates: 2013
Tues. 19 November 2013 – Darent, County Hall Maidstone

Briefing Dates – Venue: Oakwood House, Maidstone
Monday 21 October 2013

Meeting Dates: 2014
Wed 5 March 2014 – County Hall
June 2014 – Outside venue and date tbc
Tues 25 Nov 2014 – County Hall

Briefing Dates 2014 –Venue: Oakwood House, Maidstone
Mon 3 Feb 2014
Mon 12 May 2014
Mon 13 Oct 2014

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

Carol Wade
Clerk to SACRE

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Tuesday, 18 June 2013

Please note that any background documents referred to in the accompanying papers maybe inspected by arrangement with the officer responsible for preparing the relevant report.

KENT COUNTY COUNCIL

**STANDING ADVISORY COUNCIL ON RELIGIOUS EDUCATION
(SACRE)**

MINUTES of a meeting of the Standing Advisory Council on Religious Education (SACRE) held in the Council Chamber, Sessions House, County Hall, Maidstone on Thursday, 7 March 2013.

PRESENT: Mr S C Manion (Chairman), Mrs N Younosi (Vice-Chairman), Ms K Burke, Mrs S Clark, Mrs V Corbyn, Mrs A Donnelly, Mrs C Elapatha, Mrs P Fairchild, Mrs J Grant, Miss S Malone, Mr M Papadopoulos, Mr S Platnauer, Miss S Shaw, Miss R Walters, Miss J Webb, Mrs J Wigg, Mr M J Northey, Mr M J Vye, Laura Cheval (Substitute for Miss T Kelvie) and Ms Clare Holden (Substitute for Miss T Kelvie)

ALSO PRESENT: Ms S Dunn and Mr P Williams from Domestic Abuse Volunteer Support Services (DAVSS)

IN ATTENDANCE: Mr P Leeson (Corporate Director Education, Learning and Skills Directorate), Mr A Foster (Consultant) and Mrs A Hunter (Principal Democratic Services Officer)

UNRESTRICTED ITEMS

Chairman

Mrs Younosi chaired the meeting until the arrival of Mr Manion.

31. Membership
(Item 1)

It was reported that Helen Jones, a member of Group 2 (Church of England) had resigned and would be replaced by Katy Anderson. Katy Anderson will be formally welcomed at the next meeting of the Standing Advisory Council on Religious Education.

32. Minutes
(Item 4)

The minutes of the meeting held on 21 November 2012 were approved as a correct record and were signed by the Vice- Chairman.

Matters Arising

Schools were asked to submit any claims for supply cover as soon as possible (minute23 (5)).

Mr Foster confirmed that he was due to meet Mrs Sue Rogers to discuss how best to advise schools of the new Agreed Syllabus.

It was agreed to show SACRE members how to access the Agreed Syllabus on line at the SACRE meeting scheduled for 19 November 2013.

The link to Agreed Syllabus and non-statutory guidance on Kenttrustweb is:

http://www.kenttrustweb.org.uk/ask8/ask8_primary_re_syllabus.cfm

33. The State and Status of RE and the role of SACRE in Kent - Mr P Leeson - Corporate Director for Education, Learning and Skills
(Item 5)

Mr Leeson, Corporate Director Education, Learning and Skills

Mr Leeson started his presentation by saying there was an expectation that all schools nationally would teach the new national curriculum from 2014, the Government was not proposing to change the statutory basis of the curriculum and Religious Education (RE) would therefore retain its statutory and important status. He said, as had been acknowledged in the SACRE annual report, that there had been changes to the structure of Ofsted inspections and while RE along with other subjects had not been individually inspected since the 1990s, Ofsted continued to inspect the provision of an act of collective worship and RE within schools and in particular the social, spiritual, cultural and moral development of pupils.

Mr Leeson said that the quality of education in Kent schools was improving overall but it was variable and therefore the quality of RE teaching and collective worship also varied between schools. He acknowledged the key role of SACRE in retaining the focus on RE and collective worship and said the Kent SACRE was particularly active, kept itself up to date and had produced a high quality Agreed Syllabus.

Mr Leeson went on to say that he and his team continued to support and listen to the views of SACRE, although there were fewer people in the team and fewer subject specialists the LA was committed to school improvement and was pro active in relation to education. He said 49 school partnership hubs had been established and were working together collaboratively and sharing best practices to improve outcomes for children in all areas of the curriculum and in particular to improve GCSE results and achievement at KS2.

Mr Leeson said that all GCSE subjects were being reviewed and the eBAC might have an effect on some curriculum areas but no head teacher intended to narrow the curriculum. It would be wrong to assume that increased diversification (new options at KS4, vocational qualifications etc) would change what is delivered to pupils as the core curriculum.

Miss Walters raised concerns about the profile of RE in CPD training for primary schools and sought assurance that budgetary support for advanced skills teachers and development and support would continue. In response Mr Leeson said that the national curriculum had been reviewed and although the intention had been to be less prescriptive the programmes of study for English, Science and Maths for every key stage were very detailed. He went on to say that the teaching of RE and the Agreed Syllabus had not been neglected and that he would make sure that teachers were supported to deliver these new programmes of study.

In response to a question from Mr Platnauer, Mr Leeson said that 62% of Kent schools were good or better, many schools were improving rapidly and it was important to retain a clear view of what was needed. He said he had made £12 million worth of savings to the education budget during his first year in post and it was important to focus on right elements and target resources where they had the greatest impact on school improvement.

Mrs Younosi said not all schools had expertise to teach faiths other than Christian and that Islam, Sikhism and other religions needed to be taught with sympathy and understanding.

In response to a questions about the monitoring of standards and the teaching of the Agreed Syllabus Mr Leeson said that every school's annual report should include information about how its statutory requirements were being met, additional information could also be obtained through surveys and questionnaires and that in the coming year it would be possible to gather information about how schools are using the Agreed Syllabus. He further said that the LA had direct communication channels with schools and that training in the Agreed Syllabus would be offered as part of the CPD programme.

Mr Foster outlined issues SACRE had experienced communicating with schools and said there had been a poor response to a survey conducted by SACRE. He then thanked Mr Leeson for his presentation.

34. SACRE Budget Summary Jan 2013

(Item 6)

Mr Foster explained the budget summary set out at page 7 of the agenda. It was hoped that the apparent under-spend at the end of January would not result in further cuts to the SACRE budget for 2013/14.

Agreed to:

- (a) Note the budget.
- (b) Consider the final budget figure for 2012/13 at the next SACRE Steering Group meeting on 20 May 2013.

35. Draft Constitution

(Item 7)

Mr Foster said that Kent County Council's Legal Services had reviewed the draft constitution and their comments had been included in the draft constitution circulated with the papers.

Agreed to adopt the Constitution set out in pages 9-15 of the agenda subject to the replacement of "two" with the number 2 in paragraph 11.

36. Development Plan

(Item 8)

Mr Foster introduced the plan. He said it was a working plan that would be updated from time to time and that SACRE was on target to deliver all the items scheduled for

January – March 2013. Mr Foster reported feedback on the schools survey – see appendix for detail.

In response to questions he said that he would provide feedback to the next SACRE meeting about his visits to 6 primary and 3 secondary schools.

Agreed to adopt the Development Plan set out on pages 17-24.

37. Kent Youth SACRE - Working Group Update

(Item 9)

In absence of Mr Tyson it was reported that Youth SACRE was planned for October 2013, it was hoped that Kent Youth County Council would be able to facilitate and chair the Youth SACRE meeting, and that an application to Westhill for funding for the event would be submitted. Mr Tyson is currently working on the agenda and invitation with a view to circulating them to schools in the current academic year.

38. Website Working Group Update

(Item 10)

Mr Platnauer said the R.E. pages on the 'kenttrustweb' website should be used in conjunction with the Agreed Syllabus, that the links on it could be improved and asked all SACRE members to advise him of websites pertinent to their particular faith. It was agreed to include links to the website within these minutes

http://www.kenttrustweb.org.uk/ask8/ask8_primary_re.cfm
http://www.kenttrustweb.org.uk/ask8/ask8_secondary_re.cfm

39. Overview of National and Local Developments

(Item 11)

(i) RE Quality Mark

Discussion of this item was deferred to the next meeting.

(ii) Westhill Awards

Agreed that Mr Foster would submit an application for funding towards the Youth SACRE to be held in October 2013.

(iii) NASACRE – AGM

The Clerk asked that anyone wishing to attend advised her as soon as possible.

(iv) Culham St. Gabriel's Leadership weekend

The Clerk drew attention to this event to be held on 28-29 September 2013 at Wokefield Park Conference Centre, Reading.

40. Meeting Dates

(Item 12)

SACRE meetings will be held as follows:

Wednesday, 26 June 2013 – Gurdwara, Gravesend at 9.30am

Tuesday, 19 November 2013 – Darent Room, County Hall, Maidstone at 9.30am

Briefing meetings will be held at Oakwood House, Maidstone on
Monday, 20 May 2013 at 9.30am
Monday 21 October 2013.at 9.30am

41. Any other items which the Chairman decides are urgent
(Item 13)

Mr Foster advised that a draft Framework for Review of the National Curriculum was available for consultation on the DfE website but the framework does not include RE and Personal, Health and Social Education (PHSE).

42. Guest Speakers - Sue Dunn/ Merle Bigden - Domestic Abuse Volunteer Support Service (DAVSS)
(Item 14)

Sue Dunn (Chief Executive) and Peter Williams gave a presentation on the service they offered to victims of domestic abuse. Information about the service is online at <http://www.restoredrelationships.org/resources/>.

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Kent SACRE Survey summary Religious education & Collective Worship in Primary schools

Total number of responses: 99

1. In the academic year 2012-13 will the school meet the legal requirement to teach RE to all pupils?

Yes	99
No	

2. How is RE delivered in your school?

Discrete lessons	99
Within cross curricular topics	12
Off timetable RE days / half days	28
Not taught	

3. Which approach is used most commonly in each year group?

Discrete lessons	99
Within cross curricular topics	25
Off timetable RE days / half days	12
Not taught	

4. How much time is used to deliver RE in your school?

	KS1	LowerKS2	Upper KS2
Less than 1 hr per week	9	9	9
About 1 hour per week	78	78	78
More than 1 hour per week	12	12	12

5. Who teaches RE in your school

Class teacher	74
PPA teacher	14
Head Teacher	2
HLTA	9

The Revised Agreed Syllabus

6. How confident are you about implementing the recently revised Kent Agreed Syllabus for RE (2012)?

Very confident	18
Confident	41
Confident in some aspects	18
Unsure in some aspects	10
Not confident	4

7. How far do you think your school will have got in implementing the RE syllabus by the end of the 2012 – 13 academic year?

Fully implemented	55
Partially implemented	39
Many aspects still to be implemented	5

CPD and teacher support

8. What are the key training needs for teachers of RE in your school?

Planning RE	38
Cross curricular RE	18
Spiritual development	9
Assessment	34
Creativity in RE	2
Developing thinking skills through RE	4
RE and values	
Subject knowledge	18

Collective Worship

The following question should be answered ONLY by 'Community Schools' and 'Academies which are not of a religious character'

9. Does your school comply with legal requirements to provide a daily act of Collective Worship which is wholly or mainly of a broadly Christian character?

Yes	45
No	

Your school

10. Do you have examples of good or excellent RE in your school?

Yes	15
Not sure	18
No	

Religious education and Collective Worship in Secondary schools

Number of Schools: 17

1. In the academic year 2012-13 does the school meet the legal requirement to teach RE to all pupils?

Yes	15
No	2

2. In 2012-13 the curriculum time allocated to RE is

KS3	15 schools: 38 hrs, 2 schools 15 – 24 hrs
KS4	16 schools : 38 hrs, 1 school less than 24 hrs
Post 16	10 schools : 12 – 40 hrs, 1 school no RE, 4 schools no 16+

The Revised Agreed Syllabus

3. How confident are you about implementing the recently revised Kent Agreed Syllabus for RE (2012)?

Very confident	7
Confident	3
Confident in some aspects	2
Unsure in some aspects	
Not confident	5

4. How far do you think your school will have got in implementing the RE syllabus by the end of the 2012 – 13 academic year?

Fully implemented	8
Partially implemented	3
Many aspects still to be implemented	6

Accredited courses

5. In 2011 - 2012 were students entered for Full Course GCSE?

If so, please show the number of entries

9/17 whole cohort entered

7/17 one or two groups entered

1 /17 no entries

6. In 2011 - 2012 were students entered for Short Course GCSE?

If so, please show the number of entries

8/17 full cohort entered

9/17 no entries

7. What total curriculum time (in hours) is allocated to GCSE courses?

Course	Hours
Full Course	All at least 80 hrs
Short Course	All about 40 hrs

CPD and teacher support

8. What are the key training needs for teachers of RE in your school? (Tick more than one as appropriate)

Planning RE	Most
Cross curricular RE	some
Spiritual development	some
Assessment	all
Creativity in RE	none
Developing thinking skills through RE	few
RE and values	few
Subject knowledge	most

Collective Worship

The following question should be answered ONLY by 'Community Schools' and 'Academies which are not of a religious character'

9. Does your school comply with legal requirements to provide a daily Act of Collective Worship which is wholly or mainly of a broadly Christian character?

Yes	3 / 10
No	7 / 10

Your school

10. Do you have examples of good or excellent RE in your school?

Yes	10
Not sure	4
No	

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COST CENTRE SUMMARY / MONITORING RETURN 2012/13

E 1RN 19069 SACRE

Month Reconciled:

Period 13

Oracle Code	Description	Ordered	Invoiced	Reconciled (should agree to Oracle)	Total	Cash limit	Left to spend	% spent
044000	Agency Staff	0.00	0.00	30.00	30.00	50	20	60%
TOTAL EMPLOYEES		0.00	0.00	30.00	30.00	50	20	60%
122000	Internal - Room Hire	0.00	0.00	329.00	329.00	1,200	871	27%
TOTAL PREMISES		0.00	0.00	329.00	329.00	1,200	871	27%
230000	Public Transport (Officers & Members)	0.00	0.00	10.60	10.60	250	239	4%
242000	Casual User	0.00	0.00	605.49	605.49	1,000	395	61%
TOTAL TRANSPORT		0.00	0.00	616.09	616.09	1,250	634	49%
300000	Equipment, Furniture and Materials	0.00	0.00	0.00	0.00	0	0	0%
342000	Refreshments	0.00	0.00	0.00	0.00	800	800	0%
350000	Printing	0.00	0.00	402.45	402.45	500	98	80%
440000	Conference Expenses	0.00	0.00	410.00	410.00	500	90	82%
451000	Subscriptions	0.00	0.00	0.00	0.00	200	200	0%
TOTAL SUPPLIES & SERVICES		0.00	0.00	812.45	812.45	2,000.00	1,187.55	41%
646000	Corporate Property, Kent Estate Mngmt	0.00	0.00	233.65	233.65	500	266	47%
TOTAL OTHER		0.00	0.00	233.65	233.65	500	266	47%
GROSS EXPENDITURE		0.00	0.00	2,021.19	2,021.19	5,000	2,979	40%
NET EXPENDITURE		0.00	0.00	2,021.19	2,021.19	5,000	2,979	40%

COST CENTRE SUMMARY / MONITORING RETURN 2013/14

E 1RN 19069 SACRE

Month Reconciled:

April 2013

Oracle Code	Description	Ordered	Invoiced	Reconciled (should agree to Oracle)	Total	Cash limit	Left to spend	% spent
044000	Agency Staff	0.00	0.00	0.00	0.00	30	0	0%
TOTAL EMPLOYEES		0.00	0.00	0.00	0.00	50	50	0%
122000	Internal - Room Hire	450.00	0.00	0.00	450.00	1,200	750	38%
TOTAL PREMISES		450.00	0.00	0.00	450.00	1,200	750	38%
230000	Public Transport (Officers & Members)	0.00	0.00	0.00	0.00	600	600	0%
242000	Casual User	600.00	0.00	0.00	600.00	600	0	100%
TOTAL TRANSPORT		600.00	0.00	0.00	600.00	1,200	600	50%
300000	Equipment, Furniture and Materials	0.00	0.00	0.00	0.00	0	0	0%
342000	Refreshments	0.00	0.00	0.00	0.00	100	100	0%
350000	Printing	400.00	0.00	0.00	400.00	600	200	67%
440000	Conference Expenses	0.00	170.00	0.00	170.00	1,200	1,030	14%
451000	Subscriptions	95.00	95.00	0.00	190.00	200	10	95%
TOTAL SUPPLIES & SERVICES		645.00	265.00	0.00	910.00	2,300.00	1,390.00	40%
646000	Corporate Property, Kent Estate Mngmt	228.60	0.00	0.00	228.60	500	271	46%
TOTAL OTHER		228.60	0.00	0.00	228.60	500	271	46%
GROSS EXPENDITURE		1,923.60	265.00	0.00	2,188.60	5,250	3,061	42%
NET EXPENDITURE		1,923.60	265.00	0.00	2,188.60	5,250	3,061	42%

SACRE Development Plan Agreed 7 March 2013
Kent SACRE Development Plan
 2012 – 2015

1. Monitoring standards, quality and provision of RE

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
To monitor provision etc of Primary RE	<ul style="list-style-type: none"> • Undertake survey of primary schools • Undertake sample visits to six schools 	RE Consultant	15 days RE Consultant time	Surveys sent to all Kent Primary Schools Visits to 6 primary schools (variety of types and locations) Written report to SACRE identifying key strengths and areas for development.	February 2013	Fully achieved 2 of 6 schools visited Verbal report given to SACRE

SACRE Development Plan Agreed 7 March 2013

To monitor provision etc of Secondary RE	<ul style="list-style-type: none"> Undertake survey and interviews with selected Secondary schools. 	RE Consultant		<p>Survey sent to all Kent Secondary Schools</p> <p>3 Secondary Schools visited</p> <p>Written report of findings from visits given to SACRE</p>	<p>February 2013</p> <p>March 2013</p> <p>March 2013</p>	<p>Fully achieved</p> <p>1 of 3 visited</p> <p>Verbal report given to SACRE</p>
To monitor provision, standards and achievements across all Key Stages 3-5	<ul style="list-style-type: none"> End of key stage data and examination results collection and analysis 	RE Consultant		<p>All schools are providing RE on the timetable</p> <p>All schools are using Kent Agreed Syllabus</p> <p>Most schools are allocating 5% curriculum time to deliver KAS</p>	<p>September 2013</p> <p>September 2013</p> <p>September 2013</p>	
To review implementation of the Agreed Syllabus	<ul style="list-style-type: none"> Survey to determine the extent that RE provision in schools is compliant with the agreed syllabus 	RE Consultant		GCSE and AS/A Level standards are comparable to National standards or better	<p>September 2013</p> <p>September 2014</p> <p>September 2015</p>	

SACRE Development Plan Agreed 7 March 2013

	requirements, and its recommendations in terms of time allocation					
Analysis of GCSE and A level results in RE/RS, sharing key findings with SACRE and in annual report	<ul style="list-style-type: none"> Analysis of results data, as supplied by KCC Management Information Services, & comparison with national results 	RE Consultant	1 day RE Consultant time	GCSE and AS/A Level standards are comparable to National standards or better	November 2013 November 2014 November 2015	
Analysis of key inspection judgements from Kent schools on SMSC annually and share findings with SACRE.	<ul style="list-style-type: none"> Termly Review of Ofsted Inspection reports 	RE Consultant	1 day RE Consultant time	SACRE presented with written analysis of SMSC in Ofsted reports	April 2013 July 2013 December 2013 There-after termly	Discussed with Sue Rogers, not presented

SACRE Development Plan Agreed 7 March 2013

2. Collective Worship

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	ACHIEVED		
Practice and provision of collective worship	<ul style="list-style-type: none"> • Provide Governor Briefing on their responsibilities for CW • Promote the use of “Gathering Together: Policy and Practice for Collective Worship” • RE Consultant to scan “Gathering Together” document and put on web site 	RE Consultant	Within 15 days RE Consultant time for Monitoring RE	<ul style="list-style-type: none"> • Governing bodies have received briefing on their responsibilities for CW 	<ul style="list-style-type: none"> • December 2013 	•	•	•
				<ul style="list-style-type: none"> • Document scanned and on web site 	<ul style="list-style-type: none"> • September 2013 			
Monitoring provision and addressing noncompliance	<ul style="list-style-type: none"> • Follow up to schools that do not comply according to survey responses • Develop a way to secure knowledge 	RE Consultant		<ul style="list-style-type: none"> • Schools indicating non-compliance in survey have all been contacted by RE Consultant • Consultant provides SACRE with report of non-compliant primary and 	<ul style="list-style-type: none"> • March 2013 • August 2015 	Not achieved	•	•

SACRE Development Plan Agreed 7 March 2013

	about CW in schools <ul style="list-style-type: none"> • Respond to any Ofsted comments about CW 			secondary schools and the impact his intervention has made				
To manage any "Determination" applications	<ul style="list-style-type: none"> • Monitor the number of "determination" applications 	Clerk to SACRE		<ul style="list-style-type: none"> • Statement in Annual Report 	Annual Report 2013	•	•	•

SACRE Development Plan Agreed 7 March 2013

3. Management of SACRE and relationship with LA

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	Achieved
<p>SACRE Meetings: To ensure that SACRE meets its duties and responsibilities</p> <p>To meet 3 times a year</p>	<ul style="list-style-type: none"> SACRE provides appropriate advice on RE and CW to LA Annual Report written Record patterns of attendance of SACRE members in groups 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum. To correct any shortfalls in the representative nature of SACRE membership 	Clerk to SACRE with Chairman and Consultant	4 days RE Consultant time	<ul style="list-style-type: none"> SACRE is provided with a copy of advice and support given to the LA on their behalf annually SACRE Agenda item for each meeting on patterns of attendance by members and actions taken with regard to non attendance All groups fully represented and attend SACRE meetings 	<ul style="list-style-type: none"> Annually In December 12 13 14 <p>June 2013</p>	Achieved 2012
Develop a Young People's SACRE	<ul style="list-style-type: none"> Secure funding to enable meetings to be hosted to develop Young People's group 	Chairman and members of Working Group		<ul style="list-style-type: none"> Young People's SACRE first meeting Established 	<ul style="list-style-type: none"> October 2013 December 2014 	<ul style="list-style-type: none">

SACRE Development Plan Agreed 7 March 2013

<p>Professional and financial support</p>	<p>SACRE kept up to date of local and national developments</p> <ul style="list-style-type: none"> • SACRE able to fulfil its duties and responsibilities • All members able to access necessary Training • Maintain agreement with LA to continue funding SACRE and Consultant support at current levels 	<p>SACRE Chairman with RE Consultant</p>	<p>4 days RE Consultant time</p>	<ul style="list-style-type: none"> • SACRE agenda item led by chairman and RE consultant at each meeting <p>Maintain funding for meetings, training and supply cover for members attending meetings, sub committees etc</p>	<ul style="list-style-type: none"> • On-going • Annual review • March 2013 • March 2014 • March 2015 	<ul style="list-style-type: none"> •
<p>To increase awareness of and the work of SACRE</p> <p>To increase the publicity of SACRE in the community</p>	<ul style="list-style-type: none"> • Regular updated information provided on Kenttrustweb and via E-Bulletin circulation. • Create stronger links with local faith communities 	<p>Clerk to SACRE with Chairman and Consultant</p>		<ul style="list-style-type: none"> • SACRE provided with appropriate web links • SACRE Road-show offered to HT Annual Conference • Teachers and faith communities will know where to get information about SACRE. 	<ul style="list-style-type: none"> • On-going • July 2013 • July 2013 	<ul style="list-style-type: none"> • Not achieved Not achieved Not achieved

SACRE Development Plan Agreed 7 March 2013

Objective	Action	Responsibility	Resources	Success criteria / outcomes	Completion Date	
	•			•	•	•
SACRE has a strong partnership with the LA	<ul style="list-style-type: none"> Regular information about anything related to RE and collective worship is exchanged between LA and SACRE 	Clerk to SACRE with Chairman and Consultant		<ul style="list-style-type: none"> SACRE provides the LA through the RE Consultant. Written evidence of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools) using outcomes of the questionnaire LA advertises local training courses for RE and CW on its web site 	To be initiated by September 2013 and then on-going	Awaiting report May 2013
Partnership with other stake holders	<ul style="list-style-type: none"> Continue links with NASACRE, REC, National Conferences, NATRE and AREIAC Feedback and actions from conferences by SACRE members 	SACRE Chairman	Funded within budget	<ul style="list-style-type: none"> Ensure a representative is present at national events Representatives provide feedback to SACRE 	<ul style="list-style-type: none"> Ongoing 2013 2014 2015 Ongoing 2013 2014 2015 	<p>Not achieved</p> <p>Not achieved</p>

SACRE Development Plan Agreed 7 March 2013
2012 -2013 Budget forecast / SACRE Business Plan

Cash limit £5000 (October 2012)

Activity	Details	Cost * (£)		
3 x SACRE Meetings / year	Meeting venues Refreshments Members expenses Supply costs Printing	700 180 300 1500 360		
3 x Steering group meetings / year	Meeting venues Refreshments Members expenses Supply costs Printing	270 180 180 270		
2 x delegates to NASACRE AGM	Delegate costs Members expenses	150 100		
Annual Subscription to NASACRE		95		
Youth SACRE activities	Meeting venue Refreshments Member expenses Materials	500		
Contingency		215		
Total		5000		

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Religious Education

Draft Programmes of Study for Key Stages 1-3

**Launch date 7 June 2013
Respond by 5 July 2013**

**Ref: Religious Education Council
of England and Wales**

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Religious Education

Purpose of Study

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and non-religious worldviews. It should enable pupils to develop their own views, values and identity. It should develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Aims

The curriculum for religious education aims to ensure that pupils:

- know and understand a range of religions and non-religious worldviews, so that they can:
 - o describe, explain and analyse religious and non-religious beliefs and practices, recognising the diversity which exists within and between individuals and communities;
 - o identify and investigate the questions posed and the responses offered by the world's religions and non-religious worldviews;
 - o appraise the nature and significance of religion and non-religious worldviews;
 - o appreciate the impact of faith, beliefs and values on individuals and communities.
- know and understand a range of responses to questions of meaning, purpose and truth
- develop the skills needed to engage seriously with religions and non-religious worldviews, so that they can:
 - o describe them, interpret text, consider, analyse, and appraise evidence critically;
 - o explain some of the key concepts that underpin them; and
 - o articulate beliefs and values clearly in order to explain the reasons why they may be important in their own and other people's lives.

School curriculum

RE is a statutory subject on the school curriculum of maintained schools. Academies and Free Schools are normally required to make provision for the teaching of RE through the terms of their funding. RE promotes pupils' spiritual, cultural, social and moral development in distinctive ways. RE lessons should offer a structured and safe space during curriculum time for reflection. Teaching in RE should engage pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development. Teaching in RE lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local or global.

Subject content

Early Years Foundation Stage

Pupils should encounter religions and non-religious world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories, may be introduced to subject specific words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

From the EYFS Profile 2013:

*Through planned, purposeful play and through a mix of adult-led and child-initiated activity, pupils should have the opportunity to:

- listen to stories from religions and non-religious sources and respond with relevant comments, questions or actions (elg: communication and language)
- answer 'how' and 'why' questions about their experiences in response to religious and non-religious stories or events (elg: communication and language)
- talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (elg: communication and language; personal, social and emotional development)
- show sensitivity to others' needs and feelings, and form positive relationships (elg: personal, social and emotional development)
- recognise, create and describe some religious and non-religious patterns (elg: mathematics)
- know about similarities and differences between themselves and others, and among religious and non-religious families, communities and traditions (elg: understanding the world)
- explore, observe and find out about religious and non-religious places and objects (elg: understanding the world)

- represent their own ideas, thoughts and feelings through role play and stories (elg: expressive arts and design)

*based on the prime and specific areas of the early learning goals

Key Stage 1

Pupils should develop their knowledge and understanding about Christianity and at least one other religion or non-religious worldview, 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.

More specifically in relation to the programme of study, pupils should be taught to:

- name and recount some religious and moral stories, sacred writings and sources, exploring and discussing them with reference to the tradition they came from
- name and describe religious and non-religious beliefs and practices, including celebrations, worship, rituals and ways of life, in order to investigate the meaning and purpose behind them
- understand that links can be made when beliefs and practices, symbols, stories and actions are compared within and between religions and non-religious worldviews
- understand that many people have a clearly defined sense of identity, shaped by their beliefs and practices and ways of belonging
- observe and describe expressions of religion and non-religious worldviews within and outside the classroom
- investigate questions of meaning and purpose which religious and non-religious people ask themselves and begin to express their own opinions in response
- investigate questions of right and wrong which religious and non-religious people ask themselves and begin to express their own opinion.

Key Stage 2

Pupils should extend their knowledge and understanding of Christianity and at least two other religions or non-religious 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 views in response to the material they engage with, giving reasons and relevant information to support those views.

More specifically in relation to the programme of study, pupils should be taught to:

- describe and make links between features of particular religions and non-religious world-views; begin to understand the context which they come from and recognise recurring themes that are distinctive to that tradition

- understand the connection between these stories and key practices within the traditions under investigation, paying particular attention to celebrations and festivals and worship, including those rituals which mark important points in life
- understand that there is diversity in the interpretation of symbol and action within and between religions and non-religious worldviews as well reasons for this diversity
- observe and describe examples of religion and non-religious worldviews within and outside the classroom in ways that demonstrate understanding of their meaning and significance to other people
- understand why belonging to a community of faith or belief is valued, and also the challenges such commitment brings, both in their own lives and within those communities being studied
- discuss their own and others' views on challenging questions about life's meaning and purpose, including religious and non-religious truth claims, and articulate their own ideas in response
- discuss their own and others' views on ethical questions, including ideas about right and wrong, justice and fairness, and articulate their own ideas in response.

Key Stage 3

Pupils should extend and deepen their knowledge and understanding of Christianity and at least two religions or non-religious worldviews, recognising their local, national and global context. Building on their prior learning, they begin to appreciate them in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, so that they can apply these when they encounter expressions of religions and non-religious worldviews. They should understand how religious and non-religious beliefs influence the values and lives of both individuals and groups, and how they impact on current affairs. They should be able to appraise religious and non-religious practice and belief with an increasing level of discernment based on interpretation, evaluation and analysis, developing and articulating well-reasoned positions.

More specifically in relation to the programme of study, pupils should be taught to:

- interpret teachings, sources, authorities and ways of life in order to understand religions and non-religious worldviews as coherent systems
- interpret the influence that religious history and culture and the history and culture of non-religious worldviews have exercised on the lives of individuals and communities, including celebrations, rituals and rites of passage; to consider reasons why some people question these interpretations
- understand that individuals and cultures express their beliefs and values in many different forms and to explore the variety, difference and relationships that exist within and between them.

- explain those religions and non-religious worldviews which they encounter within and outside the classroom clearly and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology
- explore the impact of religions and non-religious worldviews on people's lives, particularly those for whom their worldview exercises a strong influence on their sense of identity and belonging; recognise that commitment to a religion or non-religious worldview is expressed in a variety of ways and consider why such commitment is valued by some people and questioned by others
- explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite personal response, drawing on a range of examples including philosophy, art, music and poetry
- explore significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

Attainment Targets*

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

* The wording of the attainment targets for RE is provisional and in this draft document simply follows the same form of words contained in the proposals for all other National Curriculum subjects

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