

# Public Document Pack

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31 May 2019

## **Standing Advisory Council for Religious Education**

A meeting of the committee will be held at **10.30 am on Monday, 10 June 2019 at County Hall, Chichester.**

Tony Kershaw  
Director of Law and Assurance

### **Agenda**

1. **Chairman's Welcome and Introductions**

2. **Membership of SACRE**

SACRE is asked to note the appointment of Kirsty Lord to SACRE in place of Bob Smytherman and to agree that Mrs Grace Waker, Head of Religious Education, Steyning Grammar School, be co-opted to SACRE.

3. **Members' Interests**

Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such as an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. If in doubt, contact Democratic Services before the meeting.

4. **Minutes** (Pages 3 - 6)

Members to agree the minutes of the meeting held on 25 February as a correct record.

5. **Progress Statement**

An update on progress made on issues raised at previous meetings will be given.

SACRE is asked to note the update.

6. **Inspection Reports for West Sussex Schools** (Pages 7 - 18)

Report by the Director of Education and Skills.

The report covers spiritual, moral, social and cultural development and collective worship from inspections between January 2019 and May 2019.

SACRE is asked to note the report.

7. **Agreed Syllabus Working Group** (Pages 19 - 22)

SACRE is asked to agree the recommendations of the Working Group and, assuming the recommendation to hold an Agreed Syllabus Conference is accepted, to discuss arrangements for the conference.

8. **Dates of Future Meetings**

Future meeting dates are: 18 November 2019 and 2 March 2020.

**To all members of the Standing Advisory Council for Religious Education**

## **West Sussex Standing Advisory Council for Religious Education**

25 February 2019 – At a meeting of the West Sussex Standing Advisory Council for Religious Education (SACRE) held at 10.30am at County Hall, Chichester.

### **Present:**

#### **Committee A**

Jenny Cole	-	Quaker
Mrs Edwards	-	Baptist
Mr Firoozmand	-	Baha'i
Major Warner	-	Salvation Army

#### **Committee B**

Mrs Black	-	Church of England
Mrs Smith (Vice Chairman)	-	Church of England

#### **Committee C**

Mrs Barker	-	Teacher Representative
Mr Cornford	-	Teacher Representative
Mrs Llewelyn	-	Teacher Representative
Mrs Mullett	-	Teacher Representative

#### **Committee D**

Mr Burrett (Chairman)	-	Local Education Authority
Mr Parikh	-	Local Education Authority
Mrs Pendleton	-	Local Education Authority
Mr Petts	-	Local Education Authority
Mr Quinn	-	Local Education Authority
Mr Simmons	-	Local Education Authority
Mr Smytherman	-	Local Education Authority

#### **Co-opted Member**

Mr Smith

**Apologies:** Rev Carn and Mr Syed (Committee A), Rev Higgins (Committee B), Mrs Macrae and Rev Millwood (Committee C), Mrs Jones (Committee D)

**Absent:** Mrs Bell and Mrs Feist (Committee A), Mr Simpson (Committee B), Mr Turney (Committee C)

### **Chairman's Welcome**

73. The Chairman welcomed Mrs Black as a new Church of England representative.

### **Declarations of Interest**

74. The following personal declarations were declared: -

- Mr Smytherman in respect of Item 7 (Inspection Results for West Sussex Schools) as a Foundation Governor of St Mary's Catholic Primary School, Worthing (Bosco Catholic Education Trust)

- Mr Cornford in respect of Item 7 (Inspection Results for West Sussex Schools) as a teacher at Thomas A Becket Junior School, Worthing
- Mrs Llewelyn in respect of Item 7 (Inspection Results for West Sussex Schools) as Headteacher at St Mary's Church of England Primary School, Clymping

### Minutes

75. The following changes were agreed: -

- The second half of bullet two, minute 64 to read 'this is a national issue and some schools deliver aspects of RE in cross curricular ways, e.g. through aspects of PSHE'
- Bullet three, minute 64 to read 'The need for specialist teachers' only
- Bullet four, minute 64 to read 'The challenge of delivering the GCSE syllabus in relevant and engaging ways'.

76. Resolved – that the minutes of the 19 November 2018 meeting, with the amendments above, are agreed and that they be signed by the Chairman.

### Progress Statement

77. The following actions/updates were recorded: -

- A letter had been sent to schools congratulating them on their results in RE – **ACTION:** Victoria Ludlow to let SACRE members know which schools had been sent letters
- A letter reminding headteachers of their obligation to teach RE would be sent this week
- The Chairman reported that the next meeting of regional SACRE chairmen would take place in June
- The Agreed Syllabus Working Group meeting scheduled for 1 February had to be cancelled and a replacement date was being sought. SACRE agreed that Jude Edwards and Rosie Black could attend the meeting as well as, or in place of, Firooz Firoozmand and Angela Smith respectively
- Location and judgement had been added to schools' information in the paper on OFSTED inspection reports.

78. Resolved – that SACRE notes the updates.

### Inspection Reports for West Sussex Schools

79. SACRE considered a report by the Director of Education and Skills (copy appended to the signed minutes).

80. The following points were covered in discussion: -

- Inspection reports for three schools judged as 'Good' did not include comments on spiritual, moral, social and cultural (SMSC) development– **ACTION:** Victoria Ludlow to check whether the three schools were inspected by the same lead inspector

81. Resolved – that SACRE highlights the omission of SMSC reporting in some full inspections in the OFSTED consultation

## Results in Public Examinations, Summer 2018

82. SACRE considered a report by the Director of Education and Skills (copy appended to the signed minutes).

83. The following points were covered in discussion: -

- The new syllabus was more challenging for teachers and students
- GCSEs were now graded from 9 to 1 instead of A to G with no correlation between grades so year on year comparisons could not be made
- 21 out of 38 secondary schools with sixth forms submitted students for A level RE – **ACTION**: This information to be added to future reports on examination results
- The numbers of students taking the short course were dropping, probably because it did not count towards school statistics or the English Baccalaureate

84. Resolved – that SACRE notes the report.

## RE Youth Voice Conference

85. Mrs Smith and Mr Smith gave the following update: -

- This year's conference would take place at Chichester University on 25 June
- All secondary schools had been invited to take part and 13 had accepted – this was an increase on previous years
- SACRE members were invited to take part or observe
- It was hoped there would be 13 workshops, 7 had so far been confirmed
- Financial help was requested for travel expenses and staff/speakers' lunches – it was pointed out that SACRE does not have a budget – **ACTION**: Victoria Ludlow would see if money could be taken from another budget source
- Various suggestions were made for the provision of lunches including sponsorship by supermarkets and packed lunches – **ACTION**: Graeme Smith to see if the University caterers would object to lunches being provided by an outside source

## Dates of future meetings

10.30am, 10 June 2019

10.30am, 18 November 2019

10.30am, 2 March 2020

The meeting closed at 11.44am.

## Chairman

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## **West Sussex Standing Advisory Council on Religious Education**

**10 June 2019**

### **Inspection Reports for West Sussex Schools**

#### **Report by the Director of Education and Skills**

#### **1. Introduction**

- 1.1 The 1992 Education (Schools) Act set up a system of school inspections by the Office for Standards in Education (Ofsted).
- 1.2 In January 2018 the Inspection Framework was amended. Schools previously judged requiring improvement (RI) receive a full, Section 5 inspection. Schools previously judged good or outstanding are reviewed remotely and either receive a short, Section 8 inspection or a full Section 5, inspection. The outcome of a Section 8 inspection can be:
- the school remains good and will be re-inspected within four years;
  - the school is still judged to be good but needs to make specific improvements and will receive a Section 5 inspection within two years;
  - the school is judged to be good with some outstanding features and will receive a Section 5 inspection within two years.
- 1.3 There are Section 8 monitoring inspections for schools judged RI or inadequate.
- 1.4 Spiritual, moral, social and cultural (SMSC) development continue to be inspected and is reported in the section on the leadership and management of the school.
- 1.5 Below are extracts taken from all the full inspections completed between January 2019 and May 2019 and from any of the short Inspections that include comments on SMSC.

#### **2. Spiritual, moral, social and cultural development**

##### **2.1 Short Inspections of schools – No reporting of SMSC**

- **North Mundham Primary School**, North Mundham, 23 January 2019, Good
- **Bersted Green Primary School**, Bognor Regis, 5 March 2019, Good
- **William Penn Primary School**, Coolham, 12 March 2019, Good

- **Felpham Community College**, Felpham, 26 March 2019, Good

## **2.2 Short Inspections – SMSC reported**

### **2.2.1 St Richard’s Catholic Primary School**, Chichester, 29 January 2019, Good

Governors, staff and pupils reflect your school’s values and aims. Staff understand the part that they play in fostering a love of learning and teaching pupils to be independent. Parents are very supportive of the school and are happy with the quality of education that their children receive. They value the time you spend getting to know their children and they know that school staff will listen to their views. As one parent said: ‘If you have a problem, you go and talk to someone and it will be sorted straight away.’ Another said the school is, ‘a nurturing environment with a vibrant sense of community’.

### **2.2.2 St Peter’s Catholic Primary School**, East Grinstead, 5 February 2019, good

Pupils enjoy school. The school’s values and ethos are deeply embedded. Pupils rise ably to the high expectations of their social and moral conduct. Their confident, courteous and friendly behaviour lends the school a harmonious atmosphere. Pupils are self-assured but respectful. As one parent summed up the views of many: ‘This school is helping to shape my children into confident, articulate, polite and kind individuals who aren’t afraid to ask questions if they do not understand something.’ As well as getting along very well together, pupils benefit from strong, sensitive and caring relationships with adults. The school’s motto of ‘treat other people as you would like to be treated’ filters relentlessly through its daily life. As another parent put it: ‘My children are happy and proud to be part of the big family which is St Peter’s.’

### **2.2.3 Springfield Infant School**, Worthing, 5 February 2019, Good

Spiritual, moral, social and cultural education runs like a unifying thread throughout the school. Pupils and adults model the school’s values in all that they do, both through planned activity such as assembly and in everyday interactions. As a result, the school is a happy place where everyone feels valued and included. Pupils help each other. For instance, during the inspection a child from Reception Year supported a child in the Nursery to make painted letters connected to the Chinese New Year. Pupils relish the many opportunities to be part of their community through the many visits and visitors and events such as singing in the local care home.

## 2.3 Full Inspections

### 2.3.1 Ashurst C of E Primary School, Ashurst, 22–23 January 2019, Good

Pupils have many opportunities to learn about a wide range of different cultures. The school's link with a primary school in Gambia helps to develop their social, moral, spiritual and cultural education well. They are well prepared for life in the modern world.

### 2.3.2 St Mary's C of E Primary School, Pulborough, 22–23 January 2019, Requires improvement

The curriculum provides well for pupil's spiritual, moral, social and cultural development. They learn to understand different faiths, while gaining a good knowledge of Christianity. Pupils tackle moral questions, for example in exploring the balance between rights and responsibility. Pupils learn about places, people and cultures across history and around the globe and raise money for various charities, both local and overseas. They become involved in community projects to further their cultural understanding. For example, pupils designed a dragon head from recyclable materials for use in a local carnival procession.

### 2.3.3 St Mary's C of E Primary School, Horsham, 30–31 January 2019, Good

Leaders ensure that pupils experience thought-provoking spiritual, moral, social and cultural opportunities. Visits to France for the older pupils help them learn more about life in a different country. Pupils are prepared well to understand the diversity and fundamental values of life in modern Britain.

### 2.3.4 Downview Primary School, Bognor Regis, 6–7 February 2019, Good

Fundamental British values are at the heart of the school's ethos. Pupils are acutely aware of the importance of tolerance and respect. Regular activities promote understanding of a range of cultures and religions. Pupils have a well-developed sense of democracy. For example, the school council is very popular with pupils. 'Councillors' are voted onto the school council and the prospective leaders have to prepare a speech to perform in front of fellow pupils.

### 2.3.5 The Laurels Primary School, Worthing, 6–7 February 2019, Requires improvement

Leaders successfully embed the school's values and pupils know them well. As they progress through the school, pupils learn the values of 'resilience, perseverance, respect and kindness'. These values are at the heart of the school and strongly promote the spiritual, moral, social and cultural aspects of pupils' development. All pupils and staff have a nurturing care and respect for one another.

**2.3.6 Chichester Free School**, Chichester, 6–7 February 2019, Good

Leaders encourage an atmosphere of tolerance around the school. Most pupils behave respectfully and feel respected. They report feeling accepted by each other, regardless of any differences they may have. The school's clear ethos, linked to the four core values of wisdom, temperance, courage and justice, is evident in pupils' and adults' day-to-day routines and behaviours.

**2.3.7 Warnham C of E Primary**, Warnham, 12–13 February 2019, Good

No comment on SMSC.

**2.3.8 St Mary's C of E Primary School**, Washington, 13–14 February 2019, Good

Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted very well. The school's values of service, teamwork, ambition, resilience and self-control underpin the life of the school and ensure that pupils are increasingly well prepared for life in modern Britain. Assemblies and rewards systems are used well to promote teamwork and reflection, and to celebrate success.

**2.3.9 Summerlea Community Primary School**, Rustington, 26–27 February 2019, Requires improvement

The support of pupils' spiritual, moral, social and cultural development is a strength of the school. Assemblies encourage pupils to think about and discuss a range of values. High-quality displays in the school's environment provide further encouragement and celebrate pupils' achievements and responsibilities. Pupils are well prepared for life in modern Britain.

**2.3.10 Jessie Younghusband Primary School**, Chichester, 26–27 February 2019, Good

Pupils respect others' differences. They are tolerant and respectful of each other. They have many opportunities to develop their social, moral, spiritual and cultural understanding. For example, they learn about the Chinese New Year and about the Hindu festival of Diwali. Pupils write to other pupils of a similar age in Thailand, as part of a pen-pal scheme. Year 5 learn about the importance of not stereotyping people.

**2.3.11 Birchwood Grove Community Primary School**, Burgess Hill, 5–6 March 2019, Requires improvement

Pupils' spiritual, moral, social and cultural development is promoted effectively. The school's values of respect, collaboration, independence, resilience and creativity are deeply engrained in school life, and pupils and staff model these well. Leaders provide pupils with interesting experiences that support their wider

learning, such as performing in productions, learning about different cultures and helping others by raising money for charity.

**2.3.12 Imberhorne School**, East Grinstead, 5–6 March 2019, Good

Pupil's spiritual, moral, social and cultural development is promoted well. Pupils are keen to help one another, and strong relationships throughout the school build trust and confidence. Leaders have built a caring community, based on inclusivity. The personal development curriculum aims to prepare pupils well for life in modern Britain. However, inspectors found some pupils insecure about a few concepts, such as radicalisation.

**2.3.13 Sompting Village Primary School**, Sompting, 13–14 March 2019, Requires improvement

Leaders and staff are committed to developing pupils spiritually, morally, socially and culturally. Older pupils have had opportunities to reflect upon the impact of inspirational figures in history, such as Martin Luther King and Emmeline Pankhurst. Visits from a holocaust survivors' charity and a thalidomide victim have deepened pupils' understanding of equalities and the importance of tolerance and respect.

**2.3.14 Birdham CE Primary School**, Birdham, 12–13 March 2019, Requires improvement

Leaders provide a wide range of extra-curricular activities, which are appreciated by the pupils, such as computer clubs, science and technology club, art and origami. The school has received a number of awards for environmental work. Pupils have taken part in beach clearances and promote Fairtrade. These activities support pupils to be responsible young citizens in modern Britain. Leaders are promoting pupils' spiritual, moral, social and cultural development successfully.

**2.3.15 Central CE Academy**, Chichester, 27–28 March 2019, Requires improvement

Pupils' spiritual, moral, social and cultural development is promoted well. Pupils have a good understanding of life in modern Britain.

**2.3.16 Ferring CE Primary School**, Ferring, 3–4 April 2019, Requires improvement

The curriculum for spiritual, moral, social and cultural education promotes pupils' understanding of the need for tolerance, respect and care for others. However, during the inspection, pupils did not consistently show respect for each other or for the inspectors.

**2.3.17 St Giles CofE Primary School**, Horsted Keynes, 24–25 April 2019, Good

Since joining the school in January 2017, the headteacher has taken decisive action to improve the quality of education for all pupils. She is ambitious for the school and has high aspirations for staff and governors. She has worked in close cooperation with staff and governors to build a school based on shared values of 'nurture, inspire, respect and achieve'. These values underpin all aspects of the school's work and promote pupils' spiritual, moral, social and cultural development effectively. Pupils are very well prepared for life in modern Britain.

**2.3.18 The Academy, Selsey**, Selsey, 30 April to 1 May 2019, Good

Pupils' spiritual, moral, social and cultural development is a strength in the school. There is a wide range of opportunities in the planned curriculum for young people to learn about being a citizen in modern Britain. This is reinforced by programmes of student leadership where pupils can practically test out their skills in how they relate to others. Pupils state wholeheartedly that their school is an inclusive community where all people are valued and respected.

**2.3.19 Slindon CE Primary School**, Slindon, 30 April–1 May 2019, Good

The school's four overarching principles, 'a unique child, positive relationships, learning and development, and enabling environments', are promoted by all members of the school community. These principles reflect British values and are woven throughout all aspects of school life. Pupils contribute to the life of the school as 'rights respecting ambassadors' and learn about democracy through taking part in the school council. Pupils learn about different faiths, for example how the story of Rama and Sita inspires Hindus and how the Buddha teaches his followers to find enlightenment. Assemblies provide valuable opportunities for pupils to reflect and listen to the views of others. As a result, pupils' spiritual, moral, social and cultural development is promoted successfully, and the school prepares pupils well for life in modern Britain.

**2.3.20 The Burgess Hill Academy**, Burgess Hill, 1–2 May 2019, Good

Leaders make strong provision for pupils' spiritual, moral, social and cultural development. At the time of the inspection, pupils were excited about the forthcoming production of 'Annie', while others enjoyed taking part in the recent 'Voice in a Million' singing project. The school is committed to working with the local community, and pupils have many opportunities to play an active role in the locality, for example when raising money for local charities.

**2.3.21 St Wilfrid's CE Primary School**, Haywards Heath, 8–9 May 2019, Good

The school's values of inquire, share, care, hope, aspire and respect are embedded throughout the school. This results in a strong commitment by everyone to the promotion of equality. This is a very welcoming, happy school.

**2.3.22 Broadfield Primary Academy**, Crawley, 1–2 May 2019, Good

Pupils are well prepared for life in modern Britain and they have a good understanding of British values. A parent commented: 'This is a multi-cultural area with many different religions and languages spoken. Yet BPA manage this fantastically the children all look happy and proud of their school.' Assembly themes are well planned to meet the needs of the diverse community in which the school is placed. Pupils experience a range of opportunities to develop their spiritual, moral, social and cultural understanding.

**2.3.23 Thomas Bennett Community College**, Crawley, 30 April – 1 May 2019, Requires improvement

Leaders have developed an effective personal and social education programme. This promotes spiritual, moral, social and cultural development well. Pupils react positively when discussing sensitive issues of equality and diversity. This was seen in an assembly which promoted deep thought about women in society very effectively.

### **3. Changes to the inspection framework from September 2019**

- 3.1 A new Ofsted inspection framework will be in place from September 2019.
- 3.2 Ofsted's new education inspection framework for 2019 applies to maintained schools and academies
- 3.3 Details can be found on the [DfE website](#). These include: the handbooks, the framework, the consultation outcome report and links to the relevant research.
- 3.4 The following is included in relation to the inspection of religious education:

#### **Inspection of religious education and collective worship**

1. The Secretary of State designates certain schools as having a religious character.<sup>1</sup> In schools without a religious character, we inspect religious education

<sup>1</sup> A school with religious character – often called a faith school – is designated under section 69(3) of the School Standards and Framework Act 1998; [www.legislation.gov.uk/ukpga/1998/31/contents](http://www.legislation.gov.uk/ukpga/1998/31/contents). In a faith school, pupils are educated in the context of the principle of a religion. It is normal for there to be a formal link with a religious organisation.

(RE) and collective worship as part of inspections under section 5.

2. This is different in schools with a religious character. In most of these schools, denominational education and collective worship are inspected by a body appointed by the maintained school's governing body under section 48 of the Education Act 2005 or as provided in the academy's funding agreement.<sup>2</sup> In a voluntary controlled school designated as having a religious character, we inspect RE, but not collective worship.

3. Inspectors may, however, gather evidence from anywhere relevant (including RE lessons and assemblies) to evaluate pupils' spiritual, moral, social and cultural education, personal development and/or behaviour and attitudes. The fact that the school has been designated as having a religious character must be referenced in the 'information about this school' section of the inspection report.

4. Section 48 inspections (or the equivalent inspection of an academy) are carried out every three to five years<sup>3</sup> (and usually within two to three years of a new voluntary-aided school or academy/free school opening). The lead inspector on a section 5 inspection will check the section 48 arrangements. This includes when the next inspection is due and when the last inspection was. They will write about this in the 'leadership and management' section of the inspection report. They will ensure that the required consultation has taken place with the prescribed faith body when a school has a prescribed faith body and decides not to use that body's inspection service but to appoint its own inspector.

5. Inspectors will familiarise themselves with any issues raised in any section 48 inspection (or equivalent) held since the last Ofsted inspection. Inspectors will not, however, use that evidence in an Ofsted inspection.<sup>4</sup> The lead inspector will report if the section 48 inspection (or equivalent inspection of an academy) is overdue and that, therefore, the school is failing in its statutory duty. They will do this in the 'leadership and management' section of the inspection report.

6. If a section 48 inspection (or equivalent inspection of an academy) happens at the same time as an Ofsted section 5 inspection, inspectors will mention this in the 'information about this school' section.

3.5 The following is included in relation to Spiritual, moral, social and cultural development:

### **Spiritual, moral, social and cultural development**

215. Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education.<sup>5</sup> This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by

<sup>2</sup> Regulation 9 of The Education (School Inspection) (England) Regulations 2005: [www.legislation.gov.uk/uksi/2005/2038/regulation/9/made](http://www.legislation.gov.uk/uksi/2005/2038/regulation/9/made).

<sup>3</sup> Regulation 4 of The Education (School Inspection) (England) (Amendment) Regulations 2009: [www.legislation.gov.uk/uksi/2009/1564/made](http://www.legislation.gov.uk/uksi/2009/1564/made).

<sup>4</sup> Protocol between Ofsted and signatory faith group inspectorates.

<sup>5</sup> As per section 5 of the Education Act 2005.

the personal development judgement.

216. Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

217. Provision for the moral development of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

218. Provision for the social development of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

219. Provision for the cultural development of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities

- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Ofsted Guidance - Defining spiritual, moral, social and cultural development (September 2018)**

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups.

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**Notes of the Agreed Syllabus Working Group, held at 13.00 on 28 March 2019 in Interview Room 2, Centenary House, Durrington**

**Present:** Rosie Black, Firooz Firoozmand, Vikki Macrae and Jacky Pendleton (Chairman)

**Apologies:** Jude Edwards and Angela Smith

**Attending:** Rob Castle (Democratic Services) and Victoria Ludlow (Area Education Adviser)

**1. Declarations of Interest**

No interests were declared.

**2. Agreed Syllabus Discussion**

The Group considered comments submitted by the Chairman and teachers from Steyning Grammar School and Thomas A Beckett Junior School and covered the following in discussion: -

**2.1 Positive Points of the Agreed Syllabus**

- The core curriculum was good
- The three aims expressed were good (Know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage purposefully with religions and worldviews)
- Its broadness allowed teachers to cherry pick parts that were most suitable for their pupils
- The diversity covered was good

**2.2 Negative Points of the Agreed Syllabus**

- It needed to be more succinct with simplified wording
- Encouragement to deliver the curriculum could be improved
- Errors and out of date information to be corrected

**2.3 Suggestions**

- Teachers need more training and access to resources – RE Today could be a source of both or training sessions could be delivered through training schools or recorded – **ACTION:** Rob to check with Clare Jones re webcasting
- Advice needed on how to use the syllabus
- The importance of RE and its links to other subjects and work to be emphasised
- Work with Oxfordshire on a revised syllabus – **ACTION:** Victoria Ludlow to see if this is possible
- A major change to the syllabus would not be beneficial to teachers at this time

## Agenda Item 7

- The amount of time RE should be taught to be specified highlighting legal requirements and audited
- SACRE to have more communication with teachers

2.4 Resolved – that the Working Group asks SACRE to agree the following: -

- i. The core syllabus to be tightened and include signposting to resources
- ii. The Agreed Syllabus to be checked for inaccuracies, be updated and made more succinct
- iii. Training of RE teachers to be provided by face to face sessions (with information cascaded down to those who cannot attend), videos and webinars
- iv. An Agreed Syllabus Conference, which would be held in private, should be held separately to any SACRE meeting. Proposal would be that this should be on the same day prior to the SACRE Meeting & outcomes reported at that meeting. Although not statutorily required, it is recommended that a table by age group showing the amount of time each group should expect to be taught RE is included in the Agreed Syllabus.  
**ACTION:** Rosie Black to send an example of this to Rob Castle by 30 May 2019 – attached as appendix 1
- v. SACRE to have more communications with RE subject leads

### **Appendix 1** – Curriculum Time

**Curriculum Time:** Schools should allocate sufficient time to deliver RE successfully and to a high standard, enabling all pupils to make progress in developing their knowledge, understanding and associated skills. It is important to provide the time for pupils to explore the content in depth. The expectation is that a minimum of 5% of curriculum time should be allocated to RE in school. This equates to the following:

Age Group	Curriculum Time
Reception	36 hours per year integrated into relevant strands of the EYFS
Key Stage 1	36 hours per year
Key Stage 2	45 hours per year
Key Stage 3	45 hours per year
Key Stage 4	Short course GCSE or non-examined course: a minimum of 1 hour per week. Full course GCSE equal time to other Humanities GCSE subjects
Key Stage 5	Minimum of 20 hours per year for core RE

RE can be delivered in weekly lessons or through blocked session and RE days. In Reception, RE can be delivered through a mixture of short sessions and continuous provision.

The Non-Statutory Guidance 2010 states:

' Schools should weigh the advantages of regular coherent provision, say every week, against those of a more flexible provision when more time can be allocated in one week, term or year than in another, as long as the programme of study required by the agreed syllabus is covered. **They need to ensure that their RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving the RE learning outcomes.**'

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