



**Halton SACRE annual report**  
**September 2017 – August 2018**

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**N.B. % SCHOOLS REFERS TO % SCHOOLS THAT RESPONDED TO THE 2017-2018 ANNUAL RETURN 77% RESPONDED (84%Primary,71% Secondary and 75%Special schools)**

## 1. Standards and quality of RE provision

### Overview

<b>Introduction</b>	
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	Ofsted inspection reports and monitoring by SACRE through the RE Annual Return suggest that the quality of RE and Collective Worship in Halton schools is always at least satisfactory and usually good or better. The current 2017/2018 Annual Return gives a positive picture in primary and secondary schools. Specialist teaching at KS4 remained a concern in 2015/2016 (37%), in 2016/2017 the picture was perceived to be worse at 13%. In 2017/18 the figure has risen to 35%

### Key area 1a: Compliance and time allocation for RE

<b>Question</b>	
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	90% of schools follow the appropriate syllabus and all allocate at least the minimum recommended RE entitlement time across KS1 – 2, whilst the secondary returns record 100% at KS3 and at KS4 a decline to 86% compared with 100% in 2016/17 and 83% in 2015/16.
Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	No complaints received

### Key area 1b: Public examination entries in RE

<b>Question</b>	
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	See Appendix 1

**Key area 1c: Standards and achievement**

<b>Question</b>	
Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.	Overarching standards identified in key area 1d.
Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.	See Appendix 1

**Key area 1d: Quality of teaching**

<b>Question</b>	
Please give a prose analysis 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).	<p>85% of Halton schools (incl. academies, free school and PRU) are good or outstanding</p> <p>83% of nursery provision is good or outstanding</p> <p>86% of primaries are good or outstanding</p> <p>67% of secondary's are good or outstanding</p> <p>100% of special schools are good or outstanding</p>

Annual return grades for the following				
(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)				
Quality of RE curriculum provision	1 = 26% (30%)	2 = 57% (68%)	3 = 15% (2%)	4 = 2% (0%)
Quality of teaching and learning in RE	1 = 19% (27%)	2 = 64% (66%)	3 = 15% (7%)	4 = 2% (0%)
Standards of attainment and achievement	1 = 21% (23%)	2 = 60% (66%)	3 = 19% (11%)	4 = (0%)
Quality of collective worship	1 = 28% (32%)	2 = 57% (66%)	3 = 15% (2%)	4 = (0%)
Overall Effectiveness of RE and Collective worship	1 = 26% (26%)	2 = 62% (70%)	3 = 13% (4%)	4 = 0% (0%)
<ol style="list-style-type: none"> <li>1. Figures in brackets are 2016/17 for comparison</li> <li>2. Seven schools graded themselves 3 across the five areas</li> <li>3. One school graded quality of RE and teaching and learning in RE as inadequate.</li> </ol>				

<p>Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.</p>	<p>Our annual return reminded schools of their statutory duty with regard to parental right to withdraw or partially withdraw pupil(s) from collective worship and/or Religious Education. Schools were asked to submit the number of withdrawals from RE and/or collective worship in the past year, with reasons, if given. In 2017/18 11 children had been withdrawn from Collective Worship and 4 from RE compared with 2016/17 when 13 children had been withdrawn from collective worship and 9 from RE.</p> <p>From January 2016 Halton schools that use the locally agreed syllabus have had access to the Lancashire Agreed syllabus and the associated teaching resources. Halton adopted this syllabus from September 2016 – 2021. Teachers have also had access to bespoke conferences and training delivered by Lancashire LA/SACRE in support of the Lancashire Agreed Syllabus.</p> <p>See Appendix 2 for annual return feedback on assessment and progress measures.</p>
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**Key area 1e: Quality of leadership and management**

Question	
<p>Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.</p>	<p>100% schools have an RE co-ordinator.</p> <p>98% of schools regularly monitor, review and evaluate RE provision compared with 100% in 2016/17 and 94% in 2015/16).</p> <p>100% of schools have provision for a daily act of worship in line with statutory requirements compared with 98% in 2016/2017 and 97% in 2015/16.</p>

**Key area 1f: Teacher recruitment and retention, level of specialist provision**

Question	
Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.	In secondary schools 22% (25% in 2016/17, 24% in 2014/2015 and 2015/16) of teaching of RE at KS3 is undertaken by RE specialists and 19% (13% in 2016/17, 37% in 2015/16 and 69% in 2014/2015) at KS4.

**Key area 1g: Resources**

Question	
Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.	<p>84% schools allocate a budget for RE. (84% in 2016/17, 2015/2016 and 2014/2015).</p> <p>The level of provision for ICT access is good throughout the borough, RE has good access to these facilities.</p>

## 2. Managing the SACRE and partnership with the LA and other key stakeholders

### Key area 2a: SACRE meetings

Question	
On what dates has the SACRE met in the last year, and at what venue(s)?	SACRE met on 08 Nov 2017 and 08 May 2018 (Runcorn Town Hall).
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	There is no pattern of attendance although low numbers at meetings can be an issue. Attendance at meetings is varied; 08 November 2017, 8 attendees and 3 apologies; 08 May 2018, 7 attendees and 3 apologies.

### Key area 2b: Membership and training

Question	
What range of faith groups and world views is represented on the SACRE as a whole, including co-optees?	<p>Halton SACRE is aware of the need for the group to be more multi-cultural and have agreed to broaden their representation to include other faith groups and world views. The target of having a co-opted member from a non-Christian faith continues to be a challenge. Approaches are being made to relevant associations in the region.</p> <p>The SACRE has commenced work on developing a constitution which will further enhance membership</p> <p>See appendix 2</p>
What training/induction is offered both to new members and to the SACRE as a whole?	<p>All members are encouraged to attend relevant conferences and national AGMs.</p> <p>New members are supplied with relevant background reading on their appointment.</p> <p>Opportunities are planned for members to meet informally with neighbouring SACREs</p>

**Key area 2c: SACRE development**

Question	
<p>What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.</p>	<p>Teachers from across Halton and a neighbouring LA attended a Joint RE conference hosted by the two LAs.</p> <p>The two LAs host joint RE teacher's network groups sharing initiatives such as contacts for places of worship, school visits, online resources, including use of the Lancashire Agreed Syllabus (LAS) website.</p> <p>Learn, Teach Lead RE hub leaders have delivered NQT training and host half termly hub meetings for teachers.</p>
<p>Does your SACRE have a development action plan? If so, please attach it as an appendix.</p>	<p>There is no current development plan. Halton SACRE develop actions allied to the adoption of the Lancashire Agreed Syllabus from Sept 2016 to support teachers of RE and pupils across schools.</p>



<p>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</p>	<p>Halton SACRE regularly issues information to all schools on useful resources, conferences, CPD and publications and during 2017/2018 the following were distributed to Halton schools and governors, as appropriate :</p> <ul style="list-style-type: none"> <li>• Updated resources and advice allied to fundamental British values and Prevent duty issued by DfE and other agencies, as well as Collective Worship guidance and right to withdrawal documentation and feedback.</li> <li>• Guidance to governors outlining their responsibilities allied to RE and key questions to ask in schools.</li> <li>• Farmington Institute Scholarships and Westhill awards opportunities</li> <li>• Updates from NW AREAIC and NASACRE</li> <li>• National subject updates as part of June 2018 RE conference.</li> </ul>
<p>Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?</p>	<p>Through 2017 – 2018 we continue to work closely with the LA NQT co-ordinator to ensure effective induction for any RE NQTs (There are strong links to two local schools direct, teaching school led consortia). NQTs are equally welcome to attend the aforementioned RE network meetings and conference. Learn, Teach, Lead RE hub leaders have delivered NQT training.</p> <p>A Lecturer in RE (ITT) at Edge Hill University is Vice Chair of Halton SACRE and Chair of NASACRE executive.</p>

**Key area 2d: Financial support**

Question	
Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.	There is no specific budget however SACRE have access to LA core funding and to date all requests for funding have been met.

**Key area 2e: Information and advice**

Question	
Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.	<p>A LA Schools and Settings Improvement Officer (SSIO) reports on the quality of RE and Collective Worship from Ofsted reports where specified and an annual return is sent to all schools to gather evidence allied to RE teaching and learning, provision and collective worship. It seeks additional information each year, e.g. Right to withdrawal being exercised in 2017/2018 return (10 enquiries regarding withdrawal from CW and/or RE and 11 withdrawals from CW and 4 from RE.</p> <p>The 2017/18 return also identified 71% of schools having a named governor responsible for RE.</p> <p>The LA Clerk obtains Diocesan reports from web-sites which also inform SACRE.</p> <p>The LA SSIO supports the agenda of each meeting with RE/Collective worship updates and advice</p>

<p>What professional advice on RE and collective worship is available to your SACRE (such as adviser, consultant, mailings, online access)? If possible, please give approximate number of days.</p>	<p>Halton SACRE is supported and advised by a LA officer and clerk. The officer and clerk attend all meetings.</p> <p>SACRE has benefitted from the input from external consultancy in support of planning and advice to schools. This also comes through SSIO attendance at AREIAC and NNW SACRE hub.</p> <p>Approximate time spent on preparation, research, disseminating information and meetings is half a day per week for both the officer and clerk.</p>
<p>Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.</p>	<p>Ways to continue to encourage all schools to engage with the annual return. The LA now identifies a specific question for schools to answer in greater depth each year to gain a fuller picture of key strengths and areas for development. E.g. right to withdrawal figures, governance, and pupil perceptions towards RE.</p>
<p>Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.</p>	<p>Nothing to report.</p>

#### Key area 2f: Partnerships with other key stakeholders

Question	
<p>Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.</p>	<p>Training for RE teachers organised in the 2017 – 2018 period has been through network meetings and a conference covering teaching and learning, assessment in RE, visit to local place of worship (Buddhist temple) and sharing specific teaching and learning resources.</p> <p>The LA has sponsored attendance by members at NASACRE annual conference and at a NW RE conference. Feedback to the subsequent SACRE was positive.</p> <p>Governing boards have received updates on their responsibilities via the LA Strategic Director's briefings.</p>

### 3. The effectiveness of the local agreed syllabus

#### Key area 3a: Review of the agreed syllabus

Question	
Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.	<p>The ASC on 01 March 2016 agreed to adopt the new Lancashire Agreed Syllabus (LAS) for September 2016 – 2021.</p> <p>RE teachers have had access to specific training allied to the use of the LAS across key stages through a conference delivered by Lancashire LA and SACRE.</p>

#### Key area 3b: Using the non-statutory national framework

Question	
To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?	<p>The LAS takes full account of other additional guidance.</p> <p>The LAS is having clear impact on RE locally by supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It allows wider networking and sharing of resources with colleagues in a neighbouring LA. Feedback from Halton teachers and Headteachers is very positive.</p> <p>See Appendix 3.</p>

#### Key area 3c: Developing the revised agreed syllabus

Question	
Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.	<p>The agreed syllabus is reviewed and agreed by the agreed syllabus conference, stakeholders and with full regard to all national guidelines every five years.</p> <p>The LAS takes full account of other additional guidance.</p> <p>The LAS is having clear impact on RE locally by more effectively supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It will also allow wider and more effective networking</p>

	and sharing of resources with colleagues in a neighbouring LA.
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**Key area 3d: Consultation/launch/implementation of the agreed syllabus**

Question	
Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.	<p>All key documents relating to SACRE and RE teaching and learning and collective worship are held on 'perspectivelite' an online tool accessed by all schools in Halton.</p> <p>Relevant schools have full access to the Lancashire Agreed Syllabus and its full range of resources.</p>

**Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus**

Question	
How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)	<p>All Halton schools (primary, secondary, academies, free school, special schools and pupil referral unit) are sent an annual return for completion by December. This gives information on the agreed syllabus followed, monitoring of the provision of RE and the school's self-evaluation of RE (and collective worship). See Appendix 4.</p>

## 4. Collective worship

### Key area 4a: Practice and provision for collective worship

Question	
<p>How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)</p>	<p>All Halton schools (primary, secondary, academies, free school and special schools and pupil referral units) are sent an annual return for completion. This gives information on the provision of collective worship including the school's self-evaluation. All schools are also issued with detailed guidance to support effective collective worship from Halton SACRE.</p>

### Key area 4b: Monitoring the provision of collective worship

Question	
<p>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.</p>	<p>Collective worship in primary schools is regarded as a strength in the borough (partly due to the high proportion of faith schools). In the last 4 years no school has been found by Ofsted to be failing to fulfil its statutory obligation in collective worship. 100% of schools make provision for a daily act of worship in line with statutory requirements</p> <p>90% (96% in 2016/17, 88% in 2015/16 and 85% in 2014/15) of schools regularly review and evaluate collective worship.</p> <p>All schools and academies have been provided with guidance, advice and support materials and advice on providing high quality collective worship.</p> <p>In 2017/18 there were 11 withdrawals from collective worship and 4 from RE. (see Key area 2e)</p>

<p>Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:</p> <ul style="list-style-type: none"> <li>• the number of applications</li> <li>• how many were new applications, and how many were renewals</li> <li>• approximately how many pupils were affected in each case</li> <li>• the SACRE's decision in each case, and a brief reason.</li> </ul>	<p>No determinations</p>
<p>Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</p>	<p>No formal complaints have been made to SACRE.</p>

## 5. Contribution of the SACRE to the SMSC agenda

### Key area 5a: representative nature of the SACRE

Question	
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership reflects the religions and ethnic diversity of the local community. Please see Appendix 3.
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Invitations for observers from other faiths have been distributed with the local and wider community.

### Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	Email communication by the Clerk to Halton SACRE and the LA Officer to the SACRE.

### Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to SMSC

Question	
Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.	<p>During 2017/18 the LA provided support and guidance to develop effective SMSC provision in schools, including the gaining by teachers of a secure understanding of fundamental British values and effective practice at a variety of scales and through a range of learning opportunities and engagement with people from a range of communities and the Prevent duty and how the five duties are embedded within the curriculum.</p> <p>Updates have been given at Headteacher meetings and a recent governor's conference and subsequent Chair of Governors briefing by the Strategic Director.</p>



**Key area 5d: Links to local authority initiatives promoting diversity**

Question	
In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?	As above. Joint working with neighbouring LA's

## Summary

Question	
<p>What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?</p>	<p>Halton SACRE fulfils its statutory obligations. Standards in RE are rarely an issue in Halton – generally the quality of RE is good. There is currently only one school where RE has been deemed less than satisfactory through self-evaluation.</p>
<p>How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?</p>	<p>Further lines of communication to include joint 'informal' meetings with neighbouring SACRE. Joint networking as previously described enrich the subject discussions between teachers and establish strong links between schools to improve the teaching, learning and assessment of RE.</p>
<p>If the DfE were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?</p>	<p>Translate into policy and practice the 'Commission on Religious Education's final report, religion and Worldviews: The Way Forward' and 'A New Settlement revised: Religion and Belief in Schools'.</p>
<p>Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express (such as national innovations)?</p>	<p>We would stress the power of collective worship to give children opportunities and experiences they may not get in other ways, to encourage each child to value their uniqueness, feel valued, understand equality and diversity and be given the opportunity for reflection amongst a busy school life.</p> <p>In Halton all schools understand the importance of the school's ethos in promoting SMSC</p>

## APPENDIX 1

### GCSE Religious Studies

The number of pupils entered for full GCSE examinations in religious studies for 2018 is as follows:

	School 1	School 2	School 3
Number of candidates	174	205	161
% of candidates gaining 9 - 5	45	24	48
% of candidates gaining 9 - 1	98	92	95

The 2018 national data (provided by the National Consortium for Examination Results - NCER) comparative information is detailed below.

Entries (National All Schools)	100 020
% of candidates gaining 9 - 5	62
% of candidates gaining 9 - 1	98

### 'AS' and 'A' Level

In 2018 there were 2 entries for Religious Studies AS level from two different schools. One candidate achieved grade B and one grade U.

In 2018 there were 9 entries for Religious Studies A-level from two different schools. The grade breakdown was one B grade, six C grades and two E grades.

## APPENDIX 2

### Assessment and Progress Measures feedback

- Schools follow guidance and assessment grids and 'I can' statements provided by the Lancashire Agreed Syllabus and/or diocesan guidance.
- Pupils are assessed against objectives in the planning and there is regular work scrutiny by the RE Coordinator and verbal feedback.
- Pupils are assessed as being at emerging, expected or exceeding (others emerging, expected or greater depth).
- Pupils are monitored against the outcomes of their work, including a final piece of written work for each unit.
- School has created an assessment model, based on the Sheffield grid to demonstrate progress in RE and adapted to incorporate the LAS.
- Assessments overall are commonly made at the end of the year to pass on to the next class teacher (and subject leader for RE).
- School uses Discovery RE to support our delivery of RE and assess against their level descriptors.
- Each class records learning in RE in a class RE floor book and is assessed against LAS grids. Use of O track will bring assessment and tracking in RE in line with other subjects.
- Through teachers planning, internal assessment (elements of B-Squared which is our assessment system), lesson evaluations, Individual pupils Records of Achievement.
- Children are assessed by the class teacher of each year group against the expected standards from the LAS for each religion studied. These levels are collated at the end of the year to ensure progress across all year groups.
- Our school has adapted the assessment which is linked to our agreed syllabus to match the needs of the school. We assess the children termly through monitoring the outcomes of the completed work and a final piece of written work.
- Whole school moderation/observations, pupil interviews, class presentation books, curriculum attainments.
- Assessment for RE is done at the end of each unit with reference to the objectives and an overall assessment is made at the end of the year to be passed on to the next class teacher
- Staff use Cold / Hot Tasks to show progress within a unit. At the end of each unit pupils are assessed as to whether they have reached the expected standards for the year group and this is reported at the end of the school year.
- Following assessment grids from LAS. Every teacher is aware of what they should be teaching and what their class is expected to know by the end of each half term. Teacher's give the children an assessment of 'working towards', 'expected' or 'greater depth' at the end of each term to determine how much knowledge the children has about that particular focus question/topic.
- Staff assess the children against each R.E. lesson objective throughout the year. At the end of the year, each class' R.E. assessment file is passed to the R.E. Subject Leader. The assessments are kept and monitored.
- We use our own designed assessment based on the concept questions and a questionnaire or assessment task at the end of each topic.
- Pupils are assessed using 'I can' statements derived from the LancsNGFL site
- In line with Archdiocesan guidance includes ongoing assessment, summative formal assessment of end of topic selected by archdiocese, tracking procedures as advised by Archdiocese.
- The school uses key performance indicators as set out in the Come and See programme. The school was also part of the Archdiocese of Liverpool Pilot for assessment.

## APPENDIX 3

### SACRE MEMBERSHIP

**Group A Christian Denominations and Other Religions and Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area. (2 Catholic, 1 Methodist representatives)**

Diocese of Shrewsbury

Mrs Margaret Morgan  
Fr Peter Wright (St Edward's, Runcorn)

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield Weston Point Community Primary School

**Group B The Church of England (3 representatives)**

Gillian Deans Farnworth (resigned in – year)

Chester Diocese

Mr Ted Owen  
Ms June Morris  
Liverpool Diocese

Reverend Linda Riley-Dawkin St Michael's, Ditton  
Paul Smalley (approved in - year)

**Group C Teachers' Associations (1 Head Teacher representative – all phases and 2 x 1st Tier Teacher representatives)**

Ms Cathy Simpson The Grange Through School (NUT)

Ms Liz Woodward Daresbury Primary School (NASUWT)

**Group D The Local Authority**

Cllr Mark Dennett Children & Young People Policy and Performance Board  
**Chair**

Cllr Ged Philbin Portfolio for Children, Young People and Families

**Co-opted Members** (N.B. can be affiliated to a group but have no voting rights)

Mr Paul Smalley Teacher Associations (**Vice Chair**) (became Liverpool Dioceses representative in – year).

## APPENDIX 4

### Depth and impact of the RE Curriculum

- Students enjoy learning about other World religions and studying controversial issues.
- The syllabus 'Search for meaning' has developed pupil's deeper thinking. It has allowed them to express their own feelings and opinions and make links to the outside World.
- The children learn about a wide range of beliefs whilst searching for a sense of personal meaning as a result of what they learn. The children develop a respect for others who hold beliefs different from their own. The children foster an appreciation and understanding of different cultures, religions and traditions.
- The children are encouraged to personally reflect on their learning, thoughts and beliefs and they are given the opportunity to pray together and individually.
  
- RE develops ideas and responses to a range of questions relating to pupils own spiritual development and the development of values and attitudes. RE develops understanding of religions, traditions and cultures and their influences in our society. Through RE, pupils learn from religions and support local charities and take part in global awareness campaigns.
  
- Children have a broad understanding of the world religions. They are confident in areas of debate and enquiry skills. They are happy to discuss their own beliefs and are confident in expressing themselves. We are developing a holistic approach to SMSC and British Values and our RE and CW curriculum enable us to develop this further.
  
- RE and collective worship plays a huge part of our school on a daily basis as each day students reflect on Thought for the Week during registration and during their weekly assembly. SMSC is vibrant in school and learning about religions and learning from religions forms part of the culture and celebrations in school on a weekly basis.
- RE allows us to develop children's attitudes and perceptions of our people and their religion. It allows us time to discuss and extend vocabulary across the curriculum.
- RE lessons promote discussion, opportunities to further develop tolerance and respect for different belief systems and for those who have none. It helps to promote fundamental values – educating children to be 'nice' responsible members of the community.
- It informs our values and influences what we say and how we behave towards others. It provokes challenging questions and provides the pupils with opportunities to develop an understanding of other religions and the world around us. RE also promotes respect and tolerance of others whilst providing time for personal reflection.
- Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes. The aims of religious education are: To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others. To encourage children to ask and reflect on challenging questions. To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious). To encourage children to appreciate and respect the different cultures and communities in today's society and thus promote British Values.
- Staff are following the revised curriculum well and as a result, topics are being covered in much greater depth, with the voice of the pupil playing a much bigger role in learning. Children are learning about others beliefs and how these values can be applied to their own lives, making it meaningful to them. The progressive syllabus is ensuring that each year, the children explore topics in greater depth.

- We have a strength in discussion on diversity and accepting the difference within society. This links well with our PSHE topics and gives many speaking and listening opportunities within lessons.
- Visitors within school allow children opportunity to hear different opinions and viewpoints on religion.
- The use of philosophy within Reading lessons allows children to express opinions both verbally and written building on their knowledge and ability to explain opinions.
- Collective worship in assemblies allow children to have time for thought.
- Recent new leadership and leadership team has provided time to evaluate and make changes to the subject ensuring RE links with other subjects across the curriculum.
- Lancashire Agreed Syllabus is implemented and this allows teachers to adapt and alter the RE curriculum to meet the needs of our diverse cohorts. We have a celebration service once a week where pupils and adults come together for a collective worship. We cover a wide range of religions that allow us to celebrate them in a unique and personal way. This includes 'WOW days' where one religion is celebrated across the school. This allows pupils to fully immerse themselves in a less familiar religion.
  
- The children have more opportunities to use critical thinking and debating skills within RE lessons but also then have become more able to apply these to different subject areas. The curriculum has been adaptable enough to fit into our school's creative curriculum and provide relevant learning opportunities for all children. As the syllabus is investigative, the children have enjoyed opportunities to lead their learning.
- There is excellent provision for spiritual, moral, social and cultural development. High quality teaching of art, music and sport for example, gives pupils an excellent range of experiences and skills which prepare them well for their future lives. The outstanding and distinctive Christian ethos permeates all aspects of the curriculum and the broader life of the school. It has an important and affirmative impact on pupils' personal and spiritual development. This is evidenced in excellent pupil behaviour and relationships and good progress.
  
- Use of the questions based approach of teaching RE is becoming further embedded and pupils are more willing to share their thoughts, feelings, views and beliefs in lessons and discussions. This feeds into our values based approach to teaching and learning in PSHE and becomes a focus in our Collective Worship.
  
- RE allows children to experience and learn about other faiths both in this country and the wider world. The RE co-ordinator has planned for faiths to be covered throughout the year and where possible, links are made to other curriculum subjects e.g. history World War – The Jewish Faith. The Lancashire syllabus is based around key questions and helps to develop children's ability to consider and for their own opinions. Children experience other faiths through visits to different faith places of worship i.e. a synagogue, Hindu temple, Mosque, Church of England Church, and Catholic Church. Outside speakers from different faiths also present at assemblies throughout the year.
  
- Children are exposed to different cultures and religions through the teaching and exploration of religion. We draw on the religions of the children in our school to learn first-hand about their culture and way of life.
  
- Children study RE from Nursery up to Year 6. We teach Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. We visit places of worship such as a Church, a Mosque, a Buddhist Temple and a Synagogue as well have having visits from Hindu dancers, Buddhist monks and members of the Islamic and Judaism faiths. Our children

have a respect and tolerance for different faiths and enjoy learning more about different religions.

- During Inter Faith Week, RE is taught through a range of subjects including English, Topic, Art and Maths.
- RE helps us to give our children a broad and balanced curriculum. All RE lessons stem from a question which helps the children to improve their skills as well as develop their knowledge. Lessons are underpinned by British Values and SMSC helping our children to understand the values that underpin our British constitution.
- As a school we have close relationships with the local church and this contributes to the children's spiritual and moral development. We attend church for a variety of religious celebrations and the children's families and members of the local community often attend these events. Our children are also involved in a variety of charitable fundraising events this is to encourage and promote our values especially compassion towards others.
- Through the use of drama, art and music we develop the children's ability to reflect and think deeply about a range of issues and questions they have about the different faiths.
- Each term we celebrate other faith week. This provides a greater awareness of other religions and promotes respect and knowledge of the other faiths. These weeks have had a great impact on the children's learning. They love discovering other faiths and it develops a sense of awe and wonder. We also provide local trips to places of worship including a local Buddhist temple. The children are given opportunities to ask questions about different faiths and determine how these are similar to or different from their own beliefs and experiences.
- The main impact religion has on our school is the promotion of the values love, respect and compassion towards other. Our children are embedded with these values and this is seen on a daily basis through how they treat each other. All the teachers have very good subject knowledge. The subject is regularly and effectively monitored and discussed at curriculum meetings. Our classrooms have a prayer tree, a collective worship area, and a reflection book. The children are encouraged to use these areas if they want to have some reflection time. We also have a prayer area in our garden where the children can have some space and write down their thoughts. Religion has a prominent place in our school and all the Christian ethos and values, are effectively promoted.
- RE develops ideas and responses to a range of questions relating to pupils own spiritual development and the development of values and attitudes. RE develops understanding of religions, traditions and cultures and their influences in our society. Through RE, pupils learn from religions and support local charities and take part in global awareness campaigns.



## APPENDIX 5

### Pupil Perceptions relating to RE

- Students enjoy discovering World Religions and studying contentious issues.
- Year 6 children were questioned about their perceptions of RE in October 2018. The key findings of the pupil interviews were as follows:
- Perceptions of subject:
  - $\frac{3}{4}$  children liked and enjoyed RE, although the term wasn't always used with them explicitly so we had a short discussion about what RE meant
  - One child found it "too hard" as they learnt about so many different religions – up to 5 and often a different one each unit, so they found it hard to differentiate between which beliefs and customs belonged to which religion. The other children all then echoed that they agreed that this was an issue for them also
- Content and activities during RE teaching:
- The children were encouraged to think back to their experiences of RE as long as they could remember rather than focusing solely on last year.
  - They said that they predominantly learned about Christianity and Jesus (this is in line with the Lancashire syllabus that we follow, which proposes that Christianity should account for as much as 50% of RE lessons)
  - The children recalled learning about religious figures (but confused some of their names), customs and traditions, but the area of learning that the children remembered the most was religious stories – including parables and stories about religious figures such as Moses.
  - Activities in RE lessons were reportedly often based on writing, although the children all recalled looking at religious artefacts and half remembered holding discussions/debates around key religious and moral issues. They had been on two visits to places of worship but both visits had been in KS1.
  - The only link that the children perceived RE to have with other areas of the curriculum was English
  - The children all said that RE was useful in other areas of life as it helped them to understand people with views and cultures that were different from their own.
- The syllabus impacts on pupils learning and perceptions of RE. Monitoring of pupil voice show that children are engaged in their learning and are able to link it to personal meaning.
- Through monitoring class activities over the year and talking to the children as the RE coordinator, I have observed some wonderful work and the children have been able to tell me about their learning. They are finding some of the stories and activities in the revised curriculum very interesting
- Children enjoy the opportunity to ask questions.
- Children have expressed their enjoyment of the use of philosophy within school – being able to express their own opinions.
- Children enjoy linking ideas from school trips.
- Children have mentioned that they enjoy the opportunity to be involved in collective worship

- Discussions with pupils indicate that the vast majority of pupils enjoy RE lessons and learning walks indicate that pupils engage in planned tasks and lessons. They generally demonstrate respect towards people with different views and beliefs and wish to find out more about how beliefs impact on daily lives of others. The pupils have asked to visit places of religious interest and links are being pursued as a result of this.
- Children have said that they enjoy the trips linked to RE Every year during Inter Faith Week, each class visits a place of worship or has a visitor to their class.
- On a recent pupil voice about the curriculum in school children reported that they are now regularly taught RE and that they enjoy learning about other religions.
  - I like RE because I find out about God and Jesus and what other people from different cultures believe too. (Y5 Pupil)
  - I like finding out about miracles that Jesus did. (Y4)
  - RE is a good subject because you learn that we are all made for a purpose and even though we are all different we can share the same values and beliefs. (Y6)
- Pupil Voice indicates that they enjoy RE lesson, that learning about other religions is interesting; Come and See assemblies are often the highlight for children.
- Positive feedback from pupils when carrying out monitoring activities. They enjoy leading Collective Worship in Y5 & Y6.
- Children in my Year 5 class love RE lessons, they love the debates and the enquiry skills that they are developing. They look forward to lessons. Looking at books across the school, children take pride in their work. They enjoy assemblies and class worship.
- Students enjoy RE lessons and CW. A recent survey stated that 88% of students enjoyed RE lessons and 92% enjoyed CW.
- Pupils have a very positive attitude to RE. They like how we have moved to using floor books as it gives them more time to discuss topics.
- They enjoy the research aspect. The older children like to debate and practice sharing of ideas. The links with philosophy are made and they know that it helps them to think of others.
- The children thoroughly enjoy learning about different religions – they particularly enjoy themed days when they wear special clothing and try different foods. We have had visitors in school talking about different religions and the children are interested in learning about religions first hand.
- “I really liked going to the synagogue and meeting Roy. We learned about what Jewish people do on Shabbat and some of their traditions” George, Y5
- “I have learned about Christianity and some of the Christian traditions” Joseph, Y6
- “We have been learning about Jesus and some religious festivals” Reggie, Y2
- “We have learned about finding the light in our own life, thinking about what makes us happy and brings us light” Dylan, Y4
- “We have been learning about the Christian creation story.” Michael, Y1