

Central Bedfordshire
Council
Priory House
Monks Walk
Chicksands,
Shefford SG17 5TQ



please ask for Celina Jagusz
direct line 0300 300 4034
date 17 January 2011

NOTICE OF MEETING

**STANDING ADVISORY COUNCIL FOR RELIGIOUS
EDUCATION (SACRE)
AND
AGREED SYLLABUS CONFERENCE (TO FOLLOW THE
SACRE MEETING)**

Date & Time

Tuesday, 1 February 2011 at 2.00 p.m.

Venue at

Room 15, Priory House, Chicksands, Shefford

Richard Carr
Chief Executive

To: The Chairman and Members of the STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE):

Group A	Roman Catholic Church (2)	Sister Aidan Richards Mary O'Sullivan Marion Roberts
	Free Church (3)	
	Muslim (1)	Mohsin Malik
	Hindu (1)	
	Sikh (1)	Tirath Bhavra
	Jewish (1)	Nina Leigh
	Buddhist (1)	Ven. Akurala Samitha

Group B	Church of England (3)	Jane Chipperton Rev. Anne Crawford Tom Waterworth
Group C	Head Teacher	Chris Spurgeon, St Marys Lower Clophill School
	Secondary RE Specialist	Kathleen Eldridge, Redborne Upper School
	Middle School Rep	Jacquie Binks, Etonbury Middle School
	Primary School Rep	Linda Hardy, Toddington St Georges Lower School
	Special School Rep	Janet Day, Weatherfield Special School
Group D	Cllrs Mrs A Barker, Mrs C F Chapman MBE, D Jones, D J Lawrence and J Street	

Officers:	Steve Morrow	- School Improvement Adviser, CBC
	Martha Clampitt	- Committee Services Officer, CBC
	Celina Jagusz	- Committee Services Administrator, CBC

AGENDA

1. **Apologies**

2. **Minutes of the Last Meeting**

To approve as a correct record the minutes of the last meeting held on 22 September 2010.

3. **SACRE Annual Report**

An oral update will be given. (SM)

4. **HMD Feedback**

An oral update will be provided. (JC)

5. **OFSTED Report Outcomes**

An oral update will be provided. (SM)

6. **Celebrating RE Month**

An email is attached for your information.

7. **NASACRE Correspondence**

To receive three items of correspondence. (JC)

Note: Appendix A, Tasks of the SACRE Clerk, is advice from NASACRE for noting not adopting.

8. **Correspondence**

9. **AOB**

10. **Date and Venue of next meeting**

**Agreed Syllabus Conference – Meeting to
follow after the conclusion of the SACRE
meeting**

1. **Arrangements for final meeting of Agreed Syllabus (SM)**
2. **Introduction to New Draft Syllabus (JC)**
3. **Schools Questionnaire (SM)**
4. **Group Discussion on Draft Syllabus Documents (JC)**
To consider attached document. Further document to follow.
5. **Feedback to Whole Group (JC)**
6. **Plenary (JC)**

CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** held at Room 14, Priory House, Chicksands, Shefford SG17 5TQ on Wednesday, 22 September 2010.

PRESENT

Jane Chipperton (Chairman)
Cllr John Street (Vice-Chairman)

Group A:	Sister Aiden Richards Mary Sullivan Marion Roberts Mohsin Malik Nina Leigh Ven Akurala Samitha	Roman Catholic Church Representative Roman Catholic Church Representative Free Church Representative Muslim Representative Jewish Representative Buddhist Representative Hindu Representative Sikh Representative
Group B:	Rev. Anne Crawford Tom Waterworth Jane Chipperton	Church of England Representative Church of England Representative Church of England Representative
Group C:	Chris Spurgeon Kathleen Eldridge Jacquie Binks Linda Hardy Janet Day	Head Teacher, St Marys Lower Clophill School Secondary RE Specialist, Redborne Upper School Middle Schools Rep, Etonbury Middle School Primary School Rep, Toddington St Georges Lower School Special School Rep, Weatherfield Special School
Group D:	Cllrs: Angela Barker Fiona Chapman MBE David Jones D J Lawrence	
Apologies for Absence:	Group A Group B Group C Group D	Ven Akurala Samitha Cllr Angela Barker, Cllr Fiona Chapman and Cllr David Jones
Officers in Attendance:	Martha Clampitt Celina Jagusz Steve Morrow	– Democratic Services Officer – Democratic Services Administrator – School Improvement Officer

SACRE/10/1 **Minutes of the Previous Meeting****RESOLVED**

that the Minutes of the meeting of the Standing Advisory Council for Religious Education (SACRE) held on 10 June 2010 be confirmed and signed by the Chairman as a correct record.

The Chairman clarified some points with regards to the minutes as set out below.

- (i) Celebrating RE – It was noted that a walk could be organised along the John Bunyan Trail, possibly with tea at the end.
- (ii) Feedback from SACRE noted that the HMI (Her Majesty's Inspector) report did not accurately reflect schools in Bedfordshire as only one school was inspected in the LA. Voluntary Aided schools are not inspected by HMI.
- (iii) Holocaust Memorial Day 2010 – It was noted that in relation to this item, Redborne Upper School had funded the catering for this event.

The Chairman drew attention to actions taken since the last meeting as set out below.

Clarification would be sought on details for the submission of the Annual Report to QCDA further to changes in that organisation.

The Chairman drew attention to Celebrating RE and presented leaflets listing the celebrations due to take place in March 2011. The website is now live: www.celebratingre.org.

The Development Plan had been re-written by the School Improvement Advisor and he asked that any comments be sent to him. The updated plan is attached to these minutes.

The SACRE noted that more training would be needed now that there are fewer RE Advisors and that there was a need for professional RE groups. The School Improvement Advisor will contact the Secondary RE Specialist at Redborne Upper School to discuss a review of training.

The future of Continual Professional Development was considered and a request for more training outside of school hours and on training days. The School Improvement Advisor indicated that he would contact the voluntary sector. The Chairman agreed to write a letter to Central Bedfordshire Council asking for clarification on the way forward and what, if any, support they can offer with regards to the Local Authority Curriculum Advisor vacancy.

In connection with resource availability, the Chairman referred to the Faith Directory produced by the Diocese of St Albans and also the Bedfordshire RE website (www.beds-re-resources.org.uk/).

SACRE/10/2 **SACRE Annual Report**

The School Improvement Advisor provided the first draft of the Annual Report and asked volunteers to take a section and update it for the next Annual Report.

The following people agreed to be responsible for:-

- | | |
|--|-------------------|
| • Letter from the Chair | Jane Chipperton |
| • Results for the Year | Steve Morrow |
| • OFSTED | Steve Morrow |
| • New Agreed Syllabus and Teachers Group | TBA |
| • Membership List | Celina Jagusz |
| • Development Plan or work undertaken | Tom Waterworth |
| • Link with the RE Society | Kathleen Eldridge |

It was suggested that a letter could be sent out to all schools asking for examples of good practice in RE to use within the report. The School Improvement Advisor agreed to send out a letter on behalf of Central Bedfordshire SACRE asking that all examples be sent to Nina Leigh who will collate the results.

The School Improvement Advisor also advised that there was a budget of £1000 to cover the printing of the new Annual Report.

SACRE/10/3 **GCSE and A Level Results**

The School Improvement Advisor presented a paper collating the results of the GCSE short courses and full courses on RE based on data from nine of the ten upper schools in Central Bedfordshire.

The School Improvement Advisor informed the Group of an increase in boys taking RE GCSEs in recent years. Previously it had been predominantly girls.

It was noted that the RE GCSEs had been perceived as being easy but that this had now changed with more specific and more detailed answers being required.

The SACRE was keen to invite presentations at future meetings to gain greater clarity on education matters and ideas were sought on suitable organisations to contact.

SACRE/10/4 **Agreed Syllabus Costs and Timescales**

The School Improvement Advisor presented an updated table of Agreed Syllabus meetings as requested at the last SACRE meeting in June.

The Chairman noted that a questionnaire was due to be sent out to all schools on the new agreed syllabus and the results collated via Survey Monkey.

SACRE/10/5 **Holocaust Memorial Day 2011**

It was noted that there was now a partnership between the Diocese of St Albans, Bedford Borough Council and Central Bedfordshire Council for the setting up of the Holocaust Memorial Day. Enquiries into possible joint funding by the three organisations would be made.

The Chairman informed the Group of a unique Lithuanian exhibition, developed by a group in London, which could be used to form the basis of the 2011 Holocaust Memorial Day. This exhibition was free to use but there would be cost implications with regards to erection and dismantling. The Chairman was in discussion with the Partnership to cover funding for this. It was noted that the exhibition could be extended by including artwork by children from local schools.

The Chairman asked the Group to consider possible venues and it was agreed to look at the availability of the Council Chamber at Priory House. The Chairman also asked for ideas to be sent to her for the 2012 Memorial Day.

SACRE/10/6 **Humanist Representation**

The SACRE had agreed at the meeting on 10 June 2010 to defer the issue of the response to the letter from the Humanist Society to this meeting.

The Group considered whether to listen to a humanist presentation on the humanist point of view. A vote was carried out in accordance with the Constitution of the SACRE.

On the Chairman's casting vote it was **AGREED**

to invite a humanist representative to the next meeting of SACRE and that the presentation be held prior to the main meeting.

The Chairman asked that the group prepare for this by looking at the Humanist website (www.humanism.org.uk) in advance of the presentation.

SACRE/10/7 **Central Bedfordshire Council - Equality Forum**

The SACRE considered the relationship between SACRE and the Central Bedfordshire Equality Forum and any areas of work which overlapped. It was agreed to invite Clare Harding, Corporate Policy Advisor (Equality and Diversity) from the Equality Group to do a presentation on their work.

(Note: The meeting commenced at 2.00 p.m. and concluded at 4.10 p.m.)

From: Priscilla Barlow [mailto:priscilla.barlow@keme.co.uk]
Sent: 17 January 2011 09:31
To: Priscilla Barlow
Subject: CELEBRATING RE MONTH

The East of England Faiths Council (EEFC) with which I work as a consultant was very interested to hear recently about the Celebrating RE month that is being held during March, and we would like to offer as much help as possible to support this initiative. For example, we might have the capacity to co-host a regional launch event if this would be of interest to the SACREs.

There are a number of other ways we may be able to help as well. EEFC has an events listing page on its FaithNetEast website, and we would be happy to put information about Celebrating RE events on this so that they can be easily accessed by local faith and inter faith groups; we may also be able to set up a website especially for such events. We could help with finding people who could contribute to events e.g. speakers, and we could perhaps facilitate setting up events, finding venues and advising about publicity.

We know that some inter faith groups do already work formally and informally with SACREs and schools to increase awareness of faith issues, and it may well be that you are already collaborating with those in your area about events to be held in March, but if there is anything we can do to facilitate a closer working relationship and in particular to promote Celebrating RE month more widely we would be delighted to help.

You may remember that last year EEFC circulated guidelines for SACREs and Local Inter Faith Organisations (LIFOs) about working together, and we were very pleased that some SACREs were represented at the regional event organised by EEFC to mark Inter Faith Week in November. We do hope that we will be able to build on this relationship, and I look forward to hearing from you. My contact details are below.

Best wishes

Priscilla
Priscilla Barlow
Consultant, EEFC
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Rt Hon Michael Gove MP
Secretary of State for Education
Sanctuary Buildings
Great Smith Street
LONDON
SW1P 3BT

Chair: Bill Moore

6th December 2010

Dear Secretary of State,

RE: including religious education as part of the humanities component of the EBacc

You may recall that I wrote to you at the beginning of October and I would like to express my thanks that the issue about SACRE annual reports has been resolved. In my letter, I emphasised to you the value of good religious education and the role of SACREs in their local communities. I await your response with interest.

I genuinely believe that you value the contribution that RE makes to developing rounded and well-educated individuals, equipped with relevant, challenging and academic knowledge, and with the ability to think, argue and understand complex concepts, all of which are so important for the future of our communities and national and global societies.

I am sure, therefore, that you will appreciate my concern that your most recent statement in the 'Document of intent' sent out to schools, in which RE, which till now has always been considered a strong humanities subject, will not be designated as such for the purposes of the English Baccalaureate. This may well present Headteachers with the problem of how they ensure that they keep to the statutory provision for RE at Key Stage 4 whilst also giving their pupils the best chance of gaining the necessary GCSEs to qualify for the EBacc. At the moment, many, if not most, secondary schools ensure that pupils at KS4 have their entitlement to RE by entering them for a Short Course GCSE, which contributes to the school's overall performance. The question arises, then, if RE is not part of the EBacc, how will schools comfortably ensure that their pupils get their entitlement? It will also potentially give Headteachers the additional problem of existing staff imbalance in meeting the time-tabling requirements of the proposal.

SACREs have worked hard in recent years to improve the take-up, quality and standards of RE at KS4. Many are now concerned that this work may well be undone. I am writing, therefore, to ask you to reconsider the inclusion of RE as part of the Humanities EBacc. In our view, it is educationally, pragmatically and statutorily the most appropriate thing to do.

Yours sincerely

Bill Moore, Chair, NASACRE

Chair **Mr Bill Moore** chair@nasacre.org.uk
Secretary **Mrs Julie Grove** secretary@nasacre.org.uk
Treasurer **Rev Michael Metcalf** treasurer@nasacre.org.uk
Admin. **Ms Yvonne Cameron** admin@nasacre.org.uk

Administration: Yvonne Cameron
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STATEMENT OF INTENT 2010 – ADDENDUM (THE ENGLISH BACCALAUREATE)

In the White Paper, *The Importance of Teaching*, published on 24 October 2010, the Secretary of State announced the introduction of the English Baccalaureate. This Addendum gives details of how a new English Baccalaureate indicator will be reported in the 2010 School Performance Tables which will be published in January 2011.

The 2010 Tables will also, for the first time, show the proportion of pupils at school, local authority and national level achieving good GCSE grades (A*-C) in both English and maths. Our intention is to include science in this 'Basics indicator' from next year.

Further copies of this note and the original Statement of Intent, published in April 2010, can be found at www.education.gov.uk/performance-tables.

Please address any queries or comments on the content of this document to:

The School Performance Data Unit
2nd Floor
Department for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

or send an email to mailbox.performancedatateam@education.gsi.gov.uk

English Baccalaureate 2010

What is the English Baccalaureate ?

1. The Government believes that schools should offer pupils a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration.
2. The EBacc is not a new qualification in itself. It will recognise students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs or iGCSEs. The English Baccalaureate will cover achievement in English, mathematics, sciences, a language and a humanities subject. We intend to mark individual students' future achievements through a certificate.

What subjects and qualifications will count towards the English Baccalaureate ?

3. Full GCSEs at grades A*-C and Double Award GCSEs at grades A*A*-CD will count towards its achievement. Accredited iGCSEs at grades A*-C and their legacy qualifications will also count. Further details of the specific components are given below:

English

- GCSE in English
- GCSE in English Language
- GCSE Double Award in English
- Cambridge International Certificate in First Language English
- CIE legacy iGCSE in English – First Language

English Studies, English Literature, English as a second language and Digital Communication are not included.

Mathematics

- GCSE in Mathematics
- GCSE in Additional Mathematics
- Achievement of a grade C in at least one of the new linked pair mathematics GCSE qualifications 'Applications of Mathematics' and 'Methods in Mathematics'
- Cambridge International Certificate in Mathematics
- CIE legacy iGCSE in Mathematics

Science

The science component will be awarded if pupils:

- Enter all three single sciences (Biology, Chemistry and Physics GCSEs, Cambridge International Certificates or CIE legacy iGCSEs) and achieve grades A*-C in two of them.
- Achieve grades A*-C in Science and Additional Science GCSEs
- Achieve grades A*A* - CC in Science GCSE Double Award

Humanities

- GCSE in History
- GCSE in Ancient History
- GCSE in Geography
- Cambridge International Certificate in History
- Cambridge International Certificate in Geography
- CIE legacy iGCSE in History
- CIE legacy iGCSE in Geography

Languages

- GCSEs in Modern Foreign Languages including Welsh and Welsh as a 2nd Language
- GCSE in Latin
- GCSE in Classical Greek
- GCSE in Biblical Hebrew
- Cambridge International Certificate in French
- Cambridge International Certificate in Greek
- Cambridge International Certificate in Hindi as a 2nd Language
- CIE legacy iGCSE in French
- CIE legacy iGCSE in Greek
- CIE legacy iGCSE in Hindi as a 2nd Language

GCSEs in Applied French and Applied Welsh 2nd Language are not included.

Will the definition of the EBacc change in 2011 ?

4. We will review the precise definition of the EBacc for the 2011 Tables, but wouldn't expect to remove any of the qualifications identified for the 2010 Tables.

Why are schools being judged against the EBacc when they haven't had time to change their curriculum ?

5. We recognise that it will take time for schools to change their curriculum and that is why we plan to continue to include the current 5+ A*-C GCSEs measure, including equivalences, in the Performance Tables for the time being.

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NASACRE

LOCAL AUTHORITY SUPPORT FOR SACREs

1. As part of their responsibilities to ensure high quality RE and collective worship for all pupils the Local Authority has a statutory responsibility to establish a SACRE and an agreed syllabus conference (ASC), and also has statutory responsibilities in supporting both bodies
2. 'The L(E)A's duty to convene a conference or to establish a SACRE implies providing sufficient funds for these bodies to perform their duties.' ERA 1988 s11 (1)
3. 'Sufficient funding' for the SACRE may vary depending on factors such as the size and faith diversity of different LAs but should not be less than:
 - Clerking support for 3-6 SACRE meetings per year,
 - Specialist RE advice and back up support for 3-6 SACRE meetings per year,
 - Specialist RE advice and back up support for preparation and publication of the SACRE annual report.

Local Authorities have a statutory duty to ensure that the agreed syllabus is reviewed every five years. The LA is responsible for providing satisfactory funding for this task, including writing, consulting, publishing and providing necessary training. In addition, the SACRE has the power, rarely used, to require the LA to review its agreed syllabus within the five year period as stated in ERA 1988 s11 (7).

4. Sufficient funding for the ASC within a five year cycle may vary for reasons similar to those leading to variation in funding of SACREs in different LAs but should not be less than:
 - Clerking support for 3-6 ASC meetings,
 - Specialist RE advice and back up support for the 3-6 ASC meetings,
 - Specialist RE advice and back up support for reviewing the agreed syllabus, and preparing, and publishing the reviewed syllabus and disseminating it across the LA schools. 5-10 days within a five year cycle.
5. The statutory duty is reaffirmed in the *Religious Education guidance in English schools: Non-statutory guidance 2010* which states, "An LA should fund and support a SACRE and an ASC satisfactorily in line with the duty to constitute or convene each of these bodies and to enable them effectively to carry out their function."

6. In addition to these central statutory duties an effective SACRE should

- Monitor standards and achievement in RE in the LA through agreed school visits and analysis of appropriate data including external examination results,
- Have a clear, realistic development plan which raises both the profile of, and achievement in RE,
- Enrich the quality of RE through specific projects e.g. raising boy's attainment,
- Build strong and positive partnerships with schools, colleges and universities, local faith and belief communities and keep informed of key national developments in RE,
- Provide effective support on the effective teaching of RE including planning, methods and resources.

All of these require that a specialist RE professional is in place; is well informed and qualified and has the capacity to manage these actions with the SACRE.

7. As with members of school governing bodies, some provision should be made for the induction, training and development of SACRE members and for expenses to attend meetings.

KEY QUESTION FOR LAs

- Does the professional, administrative and financial support for SACRE enable it to carry out its duties effectively and improve learning and achievement in RE?

KEY QUESTION FOR SACREs

- How does the work of SACRE improve learning and achievement in RE?

APPENDIX A

TASKS OF THE SACRE CLERK

- Arrange, attend and clerk meetings of the SACRE;
- Produce and circulate minutes and agenda in a timely manner in accordance with the Council's standard format;
- Arrange, attend and clerk meetings of the ASC during the review period;
- Ensure that all papers from working parties or consultants are circulated to the ASC members in advance of meetings;
- Advise on dates of meetings; particularly in relation to religious holidays or other council meetings which may clash and affect quoracy;
- Arrange venues for meetings of both the SACRE and ASC;
- Liaise with the relevant personnel to establish when necessary good relationships;
- Organise and if necessary transport equipment (e.g. ICT, digital projector) to meetings;
- Organise catering for the meeting with due sensitivity towards the religious sensibilities of the particular faith communities;
- Remind and if necessary chase members/other attendees about reports for meetings and circulation deadlines;
- Circulate additional papers or conference invitations from relevant bodies;
- Alert the Chair and RE Professional Adviser/Consultant to any communications from relevant bodies;
- Ensure that regular communications are circulated to members;
- Working with the Chair, the local RE Professional Adviser/Consultant and other SACRE Officers, produce reports to the Mayor and Cabinet e.g. when changes to the SACRE constitution or membership are required;
- Work closely as a team member with the Chair, the local RE Professional Adviser/Consultant and other SACRE Officers (this includes regular phone contact, e-mail, and agenda planning meetings);
- Be the first point of contact for SACRE members, faith community members, members of the public and officers of NASACRE and other relevant bodies;

- Respond to enquiries alerting the Chair and RE Professional Adviser/Consultant when necessary;
- Maintain the SACRE (and ASC) membership list, keeping it up to date, chasing members whose attendance is poor and identifying any membership issues for the attention of the Chair;
- Contact the nominating bodies for each interest group represented on the SACRE when membership lapses and arrange for replacements;
- Contribute information for the Annual Report of SACRE (e.g. membership and attendance details);
- Assist in the production, publication and distribution of the Annual Report;
- Issue Welcome/Induction Packs for new members and ensure that new members have sufficient information to prepare them for their first meeting;
- Maintaining a filing system (electronic and paper) of relevant and up to date information;
- Liaise with other LA departments and keep the Chair, the local RE Professional /Adviser and other SACRE Officers informed of any LA initiatives which may be relevant to the work of the SACRE;
- Ensure that all SACRE publications are circulated to the relevant bodies;
- Liaise with the LA's Legal/committee section regarding governance issues;
- Undertake administrative work relating to the meetings of sub groups of the SACRE e.g. working parties for particular initiatives;
- Help organise events such as the launch of the new agreed syllabus, SACRE open evenings;
- Be responsible for the payment of invoices relating to SACRE work e.g. payment for attendance at national conferences, catering for meetings or training;
- Maintain oversight of the SACRE budget, advising the Chair of issues relating to this budget.

APPENDIX B

TASKS OF THE SPECIALIST RE PROFESSIONAL ADVISER/CONSULTANT

- Attend all SACRE meetings, helping to prepare Agendas and key papers;
- Advise SACRE on issues relating to its work;
- Ensure SACRE is up to date with local, regional and national initiatives and issues related to RE and collective worship, e.g. Ofsted subject reports, DfE funded initiatives;
- Relate SACRE's work to wider community issues, including partnerships with faith and belief communities;
- Lead on areas related to the Agreed Syllabus, RE and collective worship;
- Manage and deliver the training of SACRE members and, where appropriate, teachers and other groups interested in RE;
- Produce reports to meet the deadlines agreed for distribution of papers for the meetings;
- Support individual SACRE members' development including their ability to provide a bridge between their sponsoring body and the full SACRE;
- With relevant administrative support and the SACRE clerk, manage and advise meetings of sub groups e.g. working parties for particular initiatives;
- With the SACRE clerk ensure that all SACRE publications are circulated to the relevant bodies;
- Working with the Chair, the clerk and other SACRE Officers, produce reports to the Mayor and Cabinet e.g. when changes to the SACRE constitution or membership are required;
- Draft and edit the SACRE Annual Report and all SACRE materials and publications;
- With administrative support, update any relevant RE / ASC / SACRE website and SACRE's presence on the LA website;
- Take the lead on the monitoring aspects of SACRE, especially agreed school visits and analysis of examination results in RE/RS.

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Curriculum Time for RE

In order to deliver the aims and expected standards of the syllabus, the Agreed Syllabus Conference strongly recommends a minimum allocation of curriculum time for RE based upon the law and DCSF and QCDA guidance: a minimum 5% of curriculum time is required for teaching RE.

In 2010 QCDA advised schools about time for each area of learning. This advice gave a starting point of 60 minutes per week for Key Stage 1 RE and 75 minutes per week for key stage 2 RE, and offered numerous examples of timetabling in which RE is allocated 60 -75 minutes per week (QCDA, 2010). These recommendation are further supported in 'Designing the Curriculum' (Specialist Schools and Academies Trust, 2008).

This means in practice that schools are expected to allocate:

- Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week).
- Key Stage 2: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 3: 45 hours of tuition per year (e.g. an hour a week)
- Key Stage 4: 5% of curriculum time, or 70 hours of tuition across the key stage (e.g. an hour a week for five terms).
- 16-19: Allocation of time for RE for all should be clearly identifiable.

Notes.

- RE is a core subject of the curriculum for all pupils. The requirements of this Agreed Syllabus are not subject to the flexibility of the Foundation Subjects.
- Curriculum time for Religious Education is distinct from the time schools may spend on collective worship or school assembly. The times given above are for Religious Education.
- Flexible delivery of RE is often good practice: an RE themed day, or week of study can compliment the regular weekly programme of lessons.
- RE should be taught in clearly identifiable time. There is clearly a common frontier between RE and such subjects as literacy, citizenship or PSHE. But the times given above are explicitly for the clearly identifiable teaching of Religious Education.
- Any school in which head teachers and governors do not plan to allocate sufficient curriculum time for RE is unlikely to be able to enable pupils to achieve the standards set out in this syllabus.

The Breadth of Religious Education

Luton, Bedford and Bedfordshire are home to many diverse and active faith communities. Alongside our numerous historic churches you will find a rapidly growing number of modern mosques, gurdwaras, temples and faith centres, thriving with followers of many diverse faith traditions. This is only to be expected of a part of the UK with a rich and continuing tradition of welcoming and embracing different cultures and new ideas. There are also many people who follow non-religious life stances. This is also a rich and diverse population including Humanists and others who may follow a spiritual but non-religious way of life. Religious Education, through this Agreed Syllabus, will encourage and enable pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. RE will encourage pupils to share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none.

Which Religions and Beliefs are to be studied?

It is through teaching RE's aims and attainment targets that high standards in RE can be established. Pupils' experience of the subject is the focus for their exploration of human experience and beliefs. It is also important that pupils are taught in depth and detail about particular religions and beliefs through each of the key stages.

This Agreed Syllabus requires schools to contribute to pupils in Luton, Bedford and Bedfordshire developing an overall understanding of the 6 principal religions in the UK. The balance between depth of understanding and the coverage of material in these religions is important, so the syllabus – as it did in earlier versions – lays down the recommended religions to be taught at each key stage. This is in line with the law, which states that Religious Education shall have regard to “the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the other principal religions represented in Great Britain.” There is an emphasis on the depth of study of religions and beliefs, rather than “coverage”.

This can be seen as a minimum entitlement to learning about religions, and some schools may plan the study of more religions than this minimum through the choice schools make about units of work. This may be especially appropriate where children from many religions are present in one class or school. This structure promotes continuity and progression between schools. Schools may plan some RE that goes beyond this – for example in response to topical events or local needs – but regard must be given to the importance of enabling pupils to study religions and beliefs in depth.

Additionally, schools may use material from other religious traditions and belief systems represented in the school, the local area, the region or the UK, such as Rastafari, the Baha'i Faith, the Jehovah's Witnesses, The Church of Jesus Christ of Latter Day Saints, Brahma Kumaris or Humanists.

Religions and Beliefs to be Studied

The Agreed Syllabus requires the religions to be studied in depth as follows:

	Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are:
Foundatio n Stage / Reception	Christianity Religions and beliefs represented in the local area
Key Stage One	Judaism, Islam and Christianity
Key Stage Two	Judaism, Islam, Hinduism and Christianity (an additional study of Sikh religion is optional)
Key Stage Three	Buddhism, Sikhism, Islam and Christianity (an additional study of Judaism and Hinduism is optional)
Key Stage Four	At least two religions including Christianity (through a recognised national RS qualification course such as GCSE full or short RS courses or CoEA RS)
16-19 RE for All	Belief systems or life stances as appropriate

This is the minimum requirement: many schools may wish to go beyond the minimum.

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