



**Notice of a public meeting of
SACRE (Standing Advisory Council on Religious Education)**

To: SACRE Members
Group A
Kate Bailey
Penny Coppin-Siddall
Ian Hodgson
Daryoush Mazloum
Imam Mirazam
Ben Rich

Group B
Brenda Christison
Olivia Seymour

Group C
Taco Michiels
Andy Tod

Group D
Cllr Ian Cuthbertson (Chair)
Cllr Fiona Fitzpatrick
Cllr Sue Hunter
Cllr Martin Rowley

LA Officers
Janie Berry (Director of Governance)
Maxine Squire (Assistant Director Education and Skills)

Date: Wednesday, 5 January 2022

Time: 6.00 pm

Venue: Remote via Zoom

AGENDA

1. **Chair's Announcements**
2. **Appointment of Vice Chair**
3. **Apologies for Absence**
4. **Declarations of Interest**
5. **Minutes of the meeting on 5 October 2021 and Matters Arising** (Pages 1 - 6)
To approve and sign the minutes of the meeting held on 5 October 2021 and consider matters arising from that meeting.
6. **Annual Report 2020-21** (Pages 7 - 14)
To approve the 2020-21 final draft Annual Report.
7. **Monitoring of Standards**
To receive an update on the monitoring of Standards in RE.
8. **Report on school questionnaire** (Pages 15 - 70)
To examine the school questionnaires and identify key points arising from the questionnaires to inform the Development Plan.
9. **National RE and Collective Worship Updates** (Pages 71 - 72)
To receive an update on National RE and Collective Worship Updates from Professional RE Adviser.
10. **York SACRE work programme 2020/2022** (Pages 73 - 76)
To consider the development plan 2020/22.
11. **Correspondence**
A verbal update will be given on complaints received and the determinations in respect of those complaints.
12. **Dates for future meetings**
1 March 2022 at 5.00pm
7 June 2022 at 5.00pm
13. **2021-22 Work plan** (Pages 77 - 78)
To consider the 2021-22 SACRE work plan.
14. **Urgent Business**
Any other business which the Chair considers to be urgent

Democracy Officer

Angela Bielby

Contact details:

- Telephone: 01904 552599
- Email: a.bielby@york.gov.uk

For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 **(01904) 551550**

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City of York Council

Minutes

Meeting	SACRE (Standing Advisory Council on Religious Education)
Date	5 October 2021 at 6.00pm
Present	<u>Group A</u> Ben Rich Penny Coppin-Siddall Ian Hodgson Daryoush Mazloum Imam Mirazam <u>Group B</u> Brenda Christison Olivia Seymour <u>Group C</u> Taco Michiels <u>Group D</u> Cllr Ian Cuthbertson (Chair) Cllr Fiona Fitzpatrick Cllr Sue Hunter
In attendance	Janie Berry (Director of Governance) Maxine Squire (Assistant Director Education and Skills)
Apologies	Cllr Rowley and Kate Bailey

54. **Appointment of Chair**

The Director or Governance welcomed all to the first meeting of the academic year. She invited nominations for Chair. Cllr Fitzpatrick was nominated as Chair by Daryoush Mazloum. This was seconded by Imam Mirazam. Cllr Hunter nominated Cllr Cuthbertson as Chair. This was seconded by Ian Hodgson. Cllrs Fitzpatrick and Cuthbertson gave an overview of their background in order to aid Members in appointing a Chair and both left the room at 6.07pm while a vote was taken.

The meeting adjourned at 6.07pm for Members to meet in their Groups and appoint a Chair. The meeting reconvened at 5.16pm.

Each Group appointed a spokesperson to inform the Council of their chosen appointment. This was reported as follows:

Group A agreed Cllr Cuthbertson as Chair.
Group B agreed Cllr Cuthbertson as Chair.
Group C agreed Cllr Cuthbertson as Chair.
Group D agreed Cllr Cuthbertson as Chair.

Cllr Cuthbertson was unanimously appointed as Chair. Cllrs Fitzpatrick and Cuthbertson re-joined the meeting at 6.18pm. The Director of Governance informed them of Cllr Cuthbertson's appointment as Chair for the forthcoming year.

Resolved: That Cllr Cuthbertson be appointed as Chair for one year.

Reason: To ensure the appointment of SACRE Chair.

55. Appointment of Vice Chair

The Director of Governance invited nominations from Groups A, B and C for Vice Chair. There were no nominations. There were no nominations. It was agreed that each Group would consider nominations for Vice Chair before the next meeting in January 2022. Cllr Fitzpatrick congratulated Cllr Cuthbertson on his appointment as Chair.

Cllr Cuthbertson then took the Chair for the remainder of the meeting. He welcomed Taco Michiels, teacher at Joseph Rowntree School as a Member of Group C. The Chair then welcomed Members to the meeting.

Ben Rich reported that there would be Jewish exhibit opening at York Castle Museum on 25 November 2021 and was asked and agreed to send details of the exhibit to Members.

Resolved: That the appointment of Vice Chair be carried forward to the next meeting.

Reason: To ensure the appointment of a Vice Chair.

56. Apologies for Absence and Declarations of Interest

Apologies for absence were received and accepted for Cllr Rowley and Kate Bailey. There were no declarations of interest.

57. Minutes of Previous Meeting

Resolved: That the minutes of the meeting held on 29 June 2021 be agreed as a correct record and were signed by the Chair.

58. Constitution Update

The Director of Governance asked Members to consider the Constitution. She advised that it was good practice to have a have the review of the Constitution in the SACRE meetings framework. Members were invited to ask questions or make comments regarding the Constitution. There were none.

Resolved: That the Constitution be recommended for approval by Council.

Reason: In order to update the Constitution and confirm SACRE's position within it.

59. Draft Annual Report

Olivia Seymour reported that this year revised guidance had been provided with an expectation of what should be included in the Annual Report. She advised that the report needed to be submitted to the DfE by the end of the calendar year. It was confirmed that Olivia Seymour and Maxine Squire would be attending training on the new guidance and following this, a draft report would be forwarded to Members via the Clerk.

Olivia Seymour noted that the teacher questionnaires would be sent out to all schools and the framework would provide some help for other areas for SACRE's monitoring of development.

Resolved: That the update on the Draft Annual Report be noted.

Reason: In order to be kept updated on the Draft Annual Report.

60. National Data

Maxine Squire explained that there was no national data and noted the accompanying workforce data supported the national data. This was provided to Members. She advised that schools needed to report to the DfE Census, which had been completed by all schools. She added that some school shad been able to increase the amount of time available for RE.

Olivia Seymour noted the SACRE had a responsibility to ensure that schools are compliant and part of this role included asking questions to Officer. She suggested that this could be brought back to a future meeting. In response to a question from a Member, Olivia Seymour explained that the primary school data could be looked at through Ofsted reports.

Resolved: That the update on the National Data be noted.

Reason: In order to be kept updated on National Data.

[Imam Mirazam left the meeting at 6.43pm.]

61. Progress towards Development Plan

It was confirmed that the draft Development Plan would be brought to the next meeting. The importance of bringing the voice of children and young people to the meeting was noted and it was suggested that there could be a Youth SACRE which would bring a strength to monitoring in schools.

[Imam Mirazam returned to the meeting at 6.45pm.]

A Member welcomed this and suggested that the subject of anti-racism could be reflected in the Development Plan. Maxine Squire noted that schools would need to think carefully about equality and diversity and noted the importance of young peoples' voice in faith.

Olivia Seymour noted that the overview of the Agreed Syllabus had been included in the agenda pack and she noted the need for SACRE to consider how it supported schools with Ofsted conversations. A Member requested that non-religious world views also be reflected in the Development Plan. Imam Mirazam asked for guidance for Imams. It was noted that Interfaith York

had supported the Imam and that there was new national guidance on visits which would be circulated to the Imam.

Resolved: That the progress towards Development Plan be noted.

Reason: In order to be kept up to date on progress towards Development Plan

[Imam Mirazam and Ian Hodgson left the meeting at 6.55pm]

62. National RE and Collective Worship updates

Olivia Seymour informed Members of the work of Interfaith York as part of Interfaith Week. Penny Coppin-Siddall noted that it was hoped that some of Interfaith Week would be delivered in person and that the competition could be carried forward to the 2022 Interfaith Week. It was agreed that interfaith week would be included as an agenda item for the spring and summer meeting agendas.

Olivia Seymour suggested that there could be a SACRE newsletter 2-3 times a year and advised Members of free training. She added that schools would be planning their activities during Interfaith Weeks via their RE curriculums. Olivia Seymour drew Member' attention to anti-racism training. She was asked and confirmed that Members could attend this training and invited them to email her about this.

Resolved: That the National RE and Collective Worship updates be noted.

Reason: In order to be kept up to date on National RE and Collective Worship updates.

63. Correspondence on complaints / determinations

Olivia Seymour confirmed the procedure for handing complaints.

It was reported that there had been no complaints to SACRE.

Resolved: That Members be updated on complaints.

Reason: In order to be kept updated on complaints to SACRE and determinations of complaints.

64. Urgent Business

None.

65. Next meeting date

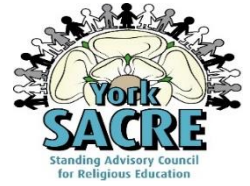
To be confirmed by the Clerk when York Interfaith meeting dates confirmed.

Cllr I Cuthbertson, Chair

The meeting started at 6.00pm and finished at 7.05pm



City of York SACRE Annual Report 2020-21



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1. Introduction

Foreword by the Chair of SACRE

The academic year 2020-21 has seen a continuation of the disruption arising from Covid. Despite this, York's schools, their staff, support teams and pupils have coped remarkably well and I would like to thank everybody involved for their hard work and dedication during this period.

In spite of the need to limit physical contact between people, SACRE has been able to meet remotely for the four agreed meetings throughout the year and it has been able to continue its work effectively.

In Group A, we said farewell to Keith Albans who has served as Methodist representative for a number of years. SACRE also said farewell to Tracey Copestake who has served as a Society of Friends representative for a number of years and we welcomed Deborah Evans who joined us in March 2021.

In the same month, we also welcomed Kate Bailey as a Roman Catholic representative. At our June meeting, we also said farewell to John Thompson, our LA Officer; we send John every good wish for a long and happy retirement.

Despite the ongoing challenges during the academic year 2020-21 we were delighted to introduce the City of York Agreed Syllabus for Religious Education (2021–26). We are confident that this new syllabus, along with the supporting materials for teachers, will ensure that RE in York's schools is an academic subject which is relevant, engaging and challenging. It offers flexibility for teachers in secondary schools and a high level of support for primary schools through guidance, practical

The updated syllabus introduces children and young people to beliefs and how they affect the ways that people live; it also brings in ideas about identity, belonging, values and commitment. The syllabus is structured so that pupils can explore a range of questions and answers related to these aspects of life and RE. This challenges them to learn more about how peoples' beliefs and values influence the way they choose to live their lives. We believe that the syllabus will encourage a thoughtful, mindful and questioning approach to life and it will seek to grow pupils' understanding of themselves and others. Its aim is to educate children and young people in York for life not only in their local area, but as world citizens, helping to prepare them for life in Britain and the wider world.

To function effectively, SACRE relies on the contributions of individual members and the supporting work done by our officers; I want to thank all concerned for helping to make this year successful and, despite challenges, for accomplishing the launch of the Agreed Syllabus covering the period 2021-26.

Cllr Ian Cuthbertson
Chair, City of York SACRE

Meeting and Attendance 2020-21

City of York SACRE met four times in the academic year 2020-21

14th October 2020

2nd December 2020

3rd March 2021

29th June 2021

During the academic year 2020-21 City of York SACRE met remotely to comply with Covid19 restrictions, apart from the June 2021 meeting.

The attendance, by Committee, is set out below:-

Committee	14th Oct 2020	2nd December 2020	3rd March 2021	29th June 2021
Committee A	5	6	6	5
Committee B	2	1	2	2
Committee C	1	2	1	1
Committee D	3	4	4	2
LA Officer	1	1	1	1
Total	12	14	14	11

All meetings were quorate however there are a number of vacancies and efforts are being made to fill the vacancies.

A focus on the SACRE development plan, a report from the Local Authority officer (including a focus on standards) and a report on national NASACRE and RE professional organisations updates are standing items at each meeting

Agreed Syllabus Conference

City of York set up an Agreed Syllabus Conference to review the Agreed Syllabus in the academic year 2020-21. The ASC met 3 times during the Academic year

Wednesday 14th October 2020

Wednesday 2nd December 2020

Wednesday 3rd March 2021

City of York SACRE and the Agreed Syllabus Conference consulted with schools through online meetings and a questionnaire to determine the nature of the review.

Consultation included questions on the effectiveness of the current syllabus and the key components and changes schools felt were needed in any new syllabus.

85% of schools and academies who responded stated the syllabus was either extremely effective or very effective 15% stated moderately effective.

79% of schools and academies who responded stated the syllabus guidance was extremely effective or very effective for planning and delivering a coherent programme of learning. 21% selected moderately effective.

Following this consultation with teachers, the Agreed Syllabus Conference reviewed a range of options available and voted to continue the relationship with RE Today Services and update the 2016-2021 syllabus to include:

- Updated EYFS pages, based on the new 2020 EYFS Profile
- Tightening up of unit outcomes in unit page plans, with focus on expected outcomes
- An assessment update
- An introduction to worldviews - approaches to exploring organised and personal worldviews , linking with current unit plans
- Additional unit questions, available as options for teachers to replace or in addition to current units using multidisciplinary approaches
- Amended pages for SEND, in the light of the recent Engagement Model, with links to more extended guidance online
- A Progression document, built around Ofsted requirements and including narrative of curriculum design
- Religion and Worldview guides
- Guidance on anti-racist RE
- Developing knowledge organisers, plus sample KOs
- Progression in key vocabulary

The syllabus was launched on 21st May 2021 with a virtual full day training course. 42 out of the 52 schools and academies following the syllabus were represented.

2. RE (statutory responsibilities)

Locally agreed syllabus

There are 19 primary, 2 secondary and 1 special maintained schools who follow the City of York Locally Agreed Syllabus

There are 25 primary, 4 secondary and 1 special academies who have adopted the City of York Locally Agreed Syllabus

Separate regulations covering maintained special schools require them to ensure that as far as practicable every pupil receives opportunities to explore RE. The City of York Agreed Syllabus 2021-2026 includes specific guidance and support for Special Schools. Special Schools use the City of York Locally Agreed Syllabus, at least partially, and adapt it to meet the needs of the pupils.

Standards and monitoring of RE

Due to the impact of the ongoing Covid-19 pandemic, City of York SACRE has been limited in its ability to actively monitor standards in RE across the York schools. No Ofsted inspections have taken place and have not been reported to SACRE.

In 2020 and 2021 national exams were cancelled and the DFE have not released the pupil or school level dataset. In 2020 exams were cancelled in the light of school and college closures for most students and uncertainty over whether exams could take place safely. In 2021 the government concluded that it would not be fair for exams to go ahead as planned once schools and colleges closed to the majority of students again in January 2021. Therefore, SACRE has not used external data to support its monitoring for 2020-21.

City of York SACRE developed and approved a monitoring questionnaire in the academic year 2020-21 and this was circulated to schools in September 2021. In future years this will strengthen monitoring. In 2020-21 the main focus of monitoring was through the review of the locally Agreed Syllabus. Consultation with teachers took place via a questionnaire and the Agreed Syllabus Conference.

Teaching training and materials and advice for schools

During the academic year 2020-2021 the focus of professional development was centred on support for implementing the new locally agreed syllabus. A training day with a focus on curriculum development and intent, implementation and impact was held virtually on 21st May 2021 with 42 out of the 52 schools and academies in City of York attending.

Schools were also signposted to regional training workshops organised by the Regional RE Ambassador including a session with Dr Richard Kueh HMI on Ofsted and RE.

City of York SACRE in partnership with the Regional RE Ambassador supported the introduction of a NATRE local group for primary RE teachers and a NATRE local group for secondary teachers following the launch of the locally agreed syllabus in May 2021.

City of York SACRE received no formal complaints regarding RE provision in the academic - year 2020-21.

3. Collective Worship

Besides Religious Education each local authority must work with its SACRE to monitor the provision of daily collective worship. As a result of changes to the Ofsted framework and in the absence of further guidance, the City of York SACRE published new guidance in 2017 to support Collective Worship in schools in the City, which it continues to promote within schools. The guidance is available on the City of York SACRE website (www.york.gov.uk/sacre).

Schools may apply to SACRE for a determination in order to provide Collective Worship of a non-Christian or other form. As in previous years, no determinations were requested by schools.

There were no complaints registered with City of York SACRE in 2020/2021 in respect of collective worship. Updating City of York guidance on Collective Worship has been identified as a development point for City of York SACRE.

4. Links with other bodies

City of York SACRE is a member of the National Association of SACREs (NASACRE). Through the year SACRE members were informed of developments in RE from NASACRE, The National Association of Teachers of RE (NATRE) and The Religious Education Council of England and Wales (REC). The Chair and Vice Chair of SACRE attended the Summer 2021 NASACRE conference and reported back to members. City of York SACRE has also engaged with the NATRE Regional Ambassador for RE.

City of York SACRE has a long standing relationship with York Interfaith Group. York Interfaith Group was represented at the launch of the Locally Agreed Syllabus and have set up a mechanism to support visits and visitors to York schools.

City of York SACRE supports the York Holocaust Memorial Day event. This event took place virtually in January 2021.

During the Academic year City of York SACRE commissioned specialist RE adviser support from Olivia Seymour, Diocese of York. This support focused on supporting the review of the locally agreed syllabus and training for teachers.

5. City of York SACRE's own arrangements

During the academic year 2020-21 City of York SACRE formed a closer relationship with City of York Council's Democratic Services. In spring 2021 Democratic Services, in consultation with City of York SACRE, began the process of reviewing the constitution. This has led to the role of SACRE being clarified within the Council's constitution and has enhanced the visibility of SACRE.

Alongside the ongoing review of the constitution, training needs for SACRE members have been identified and a programme of training was agreed for 2021-22.

An officer in the Local Authority's Democratic Services Section acts as Clerk to SACRE. In addition, the Director of Governance provides professional support and advice to SACRE, principally on matters of governance and matters relating to the work of the Council and its Committees.

The people who serve on York SACRE are invited to do so by the Corporate Director of People on the recommendation of various bodies in the local community with a concern for

the religious education of school children. The law prescribes that there have to be four “committees” each comprising representatives of specified groups. The current SACRE is constituted as follows:-

Representing Other Denominations / Faith Communities:-

Kevin Duffy resigned autumn 2020 Kate Bailey joined March 2021 (Catholic)
 Ben Rich (Jewish)
 Keith Albans (Methodist)
 Iman Abid Salik (Muslim)
 Tracey Copestake resigned autumn term 2020 Deborah Evans joined March 2021
 (Religious Society of Friends)
 Vacant (Salvation Army)
 Vacant (Sikh)
 Daryoush Mazloum (York Baha’i Community)
 Penny Coppin-Siddall (The Church of Jesus Christ of Latter-day Saints)
 Ian Hodgson (Humanist)

Representing the Church of England:-

Olivia Seymour (Diocese of York)
 Katherine Harper (Archbishop Holgate’s CE Academy)

Representing Teachers:-

Claire Hennigan (Yearsley Grove)
 Jenny Mooney (Westfield)
 Brenda Christison (Naburn)

Representing the City of York Council are Councillors:-

Ian Cuthbertson (Lib Dem)
 Martin Rowley (Con)
 Chris Cullwick (Lib Dem)
 Fiona Fitzpatrick (Lab)

In attendance:-

John Thompson (Education Adviser)
 Janie Berry (Democratic Services)
 Angela Bielby (Clerk)

Finance – annual budget

York’s SACRE is assigned an annual budget of £3,500. In 2020-21 additional costs were incurred due to the commissioning and launch of the Agreed Syllabus. A summary of spend in 2020-21 is shown in the table below:

Item		Total Spend
NASACRE annual membership fee for 2020-21		£105.00

Specialist RE adviser commissioned from Diocese of York		£1,400
RE Today input for Agreed Syllabus launch event		£1,000
RE Today 5 year license for Agreed Syllabus		£3,445.00
Room booking ad conference fees		£225.00
Total spend 2020-21		£6,175.00

Appendix

Development Plan

Circulation

This report is circulated to

- NASACRE
- DfE
- City of York Council Children, Education and Communities Scrutiny
- City of York schools
- SACRE members representative bodies

York Primary Schools' SACRE Questionnaires

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RE School Self-Evaluation (Primary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

What are the strengths of your current provision and practice?

The RE has good coverage of a variety of religions and the SACRE units have been put in an order considering progression. We have good links with the Christian group YO- YO and they support enhancing the RE lessons.

Where are there weaknesses/areas for improvement?

I would like to make more links with visitors that we could have in school to support the learning about religions other than Christianity. I think that having visitors in school helps bring the learning to life. I have also just precise the units planned for us which seemed very good on the training that I attended and will hopefully help to make lessons more engaging.

Do you have an example of good practice you would like to share with others?

If so, please provide details below.

What are your priorities for development in RE? Please provide a list or attach your current development plan

- 1) Ensure full coverage of the new SACRE for 2021-2026 and support staff with changes to the curriculum.
- 2) Develop links with local religious groups to give children experiences of a range of religions.
- 3) Priorities and order resources to support the teaching of RE within the £100 budget.

Is there anything related to RE for which you would like external support?

It would be helpful to have recommendations of visitors who could come in and enhance learning.

Quality and standards of RE in the school

How does the school make a judgment on this?

(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

At the moment we have used planning scrutiny and observations of online lessons. We plan to complete more lesson observations and learning walks now that COVID safety measures are easing.

Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Good

Continuing professional development in RE

What CPD has the subject leader taken part in (over the last year) and what was its impact?

I attended the Agreed Syllabus for RE (2021-2026) for York launch and the training with it. This was really excellent and gave me so many ideas and gave me a clear overview of good practice in R.E.

What CPD have other teachers taken part in (over the last year) and what was its impact?

Staff have not had formal training but from my training, I was able to filter through ideas to staff and share ideas for good practice. I have also shared the units planned for everyone and I will be supporting teachers with using this. The training enabled me to create long term plans for the school which ensured progression and full coverage of the curriculum.

Do you have links with a local group of teachers?

I have joined the York NATRE group.

Timetabling of RE

Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

Y1-6 RE is taught as a lesson on its own. EYFS have the units of key questions but teach it as part of their topics and provision time. They covered it as part of the new EYFS framework as understanding of the world (people, culture and communities) rather than as a set RE lesson.

RE is also brought into PSHE when appropriate and assemblies often cover celebrations from different religions.

How much time does each pupil spend on RE-related work each week on average?

EYFS: It is harder to say for EYFS because it is integrated into the EYFS framework, rather than taught as a stand alone topic. Maybe 20 minutes a week approximately.

KS1: An hour a week for approximately 5 weeks each half term.

KS2: An hour a week for approximately 5 weeks each half term.

Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify) Class teacher.

Agreed Syllabus

If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes/No

If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt

Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Please see attached.

How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

The units have been arranged so that time is allowed to check knowledge and build on learning. For example KS1 look at 'Who is a Christian and what do they believe?' which is then built on in on the Y3/4 topic 'What does it mean to be a Christian in Britain?' and then Y5/6 topic 'What would Jesus do? (Can we live by the values of Jesus in the 21st century?)'

EYFS and KS1 mainly focus on Musleums, Jews and Christians. This is continued and built on in KS2 and Hindus are also added to the religions studied.

b. In the development of skills?

Each year group covers the skills of expressing, believing and living so that these offer a clear structure for learning and build on what has gone before. Using the SACRE units, allows us to clearly build up the skills the children are developing. We have also jus bought the units planned for us and I am hoping that this will really help staff plan exciting and engaging lessons.

Resources

Are the resources sufficient to support the RE programme? Yes/No

Are there any resources that you would recommend to other schools?

Are there any resources that you are lacking?

I would really like to precise the persona dolls and think that they would be a real enhancement to the curriculum. I will buy some with my budget this year but I know they are quite expensive.

Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

YO-YO to support Christian content.
Marion Barella: marion@yoyotrust.or.uk

Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll ...265.

Name of subject leader:

Katy Loose (Laura Drake has just started being a co-leader of RE a couple of weeks ago.)

How long as subject leader in this school:

<u>1 year</u>	2 years	3 years	4 years	5+ years
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Other comments/notes *(Continue overleaf if necessary)*

RE School Self-Evaluation (Primary) School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

We follow the York agreed syllabus, with staff confidently delivering the new and updated lesson plans. Children respond positively to RE lessons, delivering thoughtful answers, which also reflects in their responses during collective worship. RE is delivered regularly, according to the required number of hours, where children develop their skills in the subject - of substantive, disciplinary and personal knowledge.

2. Where are there weaknesses/areas for improvement?

We are currently working on picking out key assessment criteria for each of the year groups - so that RE can be assessed and monitored as accurately as possible. It would be good for staff to be more confident in providing a range of assessment opportunities in RE, so that end of year attainment goals are accurately and consistently provided across all year groups.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

- Embed updated scheme of learning
- Provided suggestions of a range of assessment strategies for RE
- Develop RE assessment grid which can be given out to staff
- Conduct book scrutiny/pupil voice

5. Is there anything related to RE for which you would like external support?

I would like some support in picking out the key objectives for each year group, so that assessment can be manageable for staff, and focus on the key skills for every year group. This will then be fed onto an assessment grid for staff.

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Book scrutiny, learning walks, pupil voice and discussions with staff within training sessions.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Our 'subject on a page' for RE self-evaluation grades our provision as 'securing' (out of emerging/developing/securing).

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

Subject leader has changed Sep 2021. New subject leader (JD) has attended RE network meetings, new syllabus training, collective worship training, and has sought out advice from Olivia Seymour on assessment strategies.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

JD delivered a staff training session in summer 2021 on the new RE syllabus, including the RE skills.

10. Do you have links with a local group of teachers ?

Links through RE network and cluster group.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No

12. How much time does each pupil spend on RE-related work each week on average?

EYFS: 50 mins a week

KS1: 1 hr a week

KS2: 1 hr a week

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

EYFS - Teacher (as part of job share on Friday), Key Stage 1 - class teacher, Year 3/4 - PPA teacher/class teacher, Year 5 - class teacher (RE lead), Year 6 - HLTA

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

*Please find attached to the email

18. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Units are organised and sequenced to ensure that there are not long gaps between different religions, and so that regular reviewing of knowledge can be done.

b. In the development of skills?

The scheme of work develops each skills through the forms of questioning within each lesson. Staff have been trained on how RE skills progress throughout each year, and lesson plans on the syllabus reflect this.

Resources

19. Are the resources sufficient to support the RE programme? Yes

20. Are there any resources that you would recommend to other schools?

21. Are there any resources that you are lacking?

We would like some story sacks/dolls for Reception class and Key Stage 1.

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

We have enjoyed contact with York Mosque, and have previously had visitors within school.

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll 220

24. Name of subject leader:

Jessica Dunn

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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26. Other comments/notes (*Continue overleaf if necessary*)

As our locally agreed syllabus is only just being implemented, and as I am new to the role of RE/SIAMS leader, I am hoping that this year of implementation will provide further information for me on how we are progressing with our RE curriculum and pupil attainment.

RE School Self-Evaluation (Primary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

All class teachers teaching RE themselves after a few years of it being a PPA teacher's role. Consistent approach across the school.

Using York SACRE syllabus and have had recent training on delivering the scheme and resources.

We have good links with the YoYo team who promote enjoyment and fun when learning about Christian themes. We have them timetabled in across the term for assemblies and workshops in classes.

2. Where are there weaknesses/areas for improvement?

Now we can have visitors in school again, and go on visits we need to ensure that this is fully used to enhance our RE curriculum. Prior to the pandemic we had workshops and assemblies led by people from different religious groups and I would like to see this happen again more regularly.

Staff subject knowledge. Although this is an area for improvement, I feel this is already being addressed through teachers now teaching and planning RE themselves.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Previously we had a visit from Imran Kotwal from www.muslimlearnerservices.org who did a whole school assembly then he did age appropriate workshops across the school day working with all year groups. He was fantastic and I would highly recommend him to other schools to enhance the children's learning about Islam.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

Visitors back in school. Ensure RE CPD of staff is enhanced through their own subject knowledge and experiences. Rework our long term plan to better suit our mixed age classes. (split units across a two year cycle)

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Looking at the children's work and planning. Some lesson observations previously.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

The quality of RE has improved greatly over the last few years and is now taught consistently by staff, trained in how to deliver the new syllabus. Our RE resources have been developed to now have topic boxes for each studied religion.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

New curriculum training in May. This was then passed on to staff in a dedicated staff meeting led by the subject leader.

RE network meetings attended (zoom) allows for continued discussions about new curriculum delivery as well as other training opportunities and upcoming events.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

Information put in our weekly staff bulletin (key facts etc) to upskill staff about different faith practises.

10. Do you have links with a local group of teachers?

Yes, York Area Primary RE network meetings have just began in York since the day training on the new curriculum in May.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No although there are links within PSHE which we explore dually when topics arise. Topics and discussions about racism.

12. How much time does each pupil spend on RE-related work each week on average?

EYFS: Our EYFS don't follow the SACRE syllabus for discrete RE lessons. Instead the children experience themed weeks, at least 5 per year on an RE theme and further their learning in their AOP. They have visitors in class, a recent one, prior to the pandemic, was from the York synagogue who told the children about the festival of Hanukkah as well as looking at Jewish artifacts. They also listen to stories from the bible frequently and join in with whole school YoYo assemblies and workshops.

KS1 and KS2: 45 min RE lesson weekly. We also have themed weeks in school covering important religious times and festivals (Diwali), as well as YoYo assemblies and workshops etc, which means over the year the children actually spend a lot longer than 45mins on RE-related work per week.

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teachers deliver RE. In KS2 this is in an afternoon carousel –For example in YR3/4 they teach RE on a Monday afternoon alongside two other subjects and the 3 teachers each teach one subject to all three classes. This is the same in Yr5/6.

In KS1 the class teachers teach their own class RE.

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Yes

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Attached document

18. How does the SoW ensure progression between the key stages?
- a. In respect of subject knowledge?
 - b. In the development of skills?

Each unit builds on prior units and there are links between the units in terms of the themes of the strands – believing, living and expressing. In the scheme it is clearly shown which units link to other units allowing for skills to be transferred and recalled.

Resources

19. Are the resources sufficient to support the RE programme? *Yes*
20. Are there any resources that you would recommend to other schools?
21. Are there any resources that you are lacking?

I would like a list of contact details for visitors and places to visit to enhance our RE lessons.

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Imran Kotwal imrankotwal11@gmail.com www.muslimlearnerservices.org

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll 315

24. Name of subject leader: *Louise Storey*

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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- 26. Other comments/notes** *(Continue overleaf if necessary)*

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RE School Self-Evaluation (Primary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Strong and organised RE curriculum with everyone following. Assembly schedule and teaching to fit with it.

2. Where are there weaknesses/areas for improvement?

No weaknesses

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

We have split the curriculum up to fit with our own themes on a three year rolling programme so every class does the same thing at the same time and it fits in with assembly too. Therefore a whole school approach. Work and ideas are monitored and assessed through tapestry.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

New curriculum themes in place so we need to monitor all new topics as we go.

5. Is there anything related to RE for which you would like external support?

NO

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Coordinators have subject share meeting each half term where they can track work covered through tapestry and written work. Staff follow plans for RE planned by the subject coordinator and then share in the subject share meeting.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Very good

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

New sacre training, purchased new RE today update

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

Training from subject leader

10. Do you have links with a local group of teachers ?

NO

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

Yes through assemblies

12. How much time does each pupil spend on RE-related work each week on average?

EYFS:

30/40 mins

KS1:

1 hour

KS2:

N/A

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

All of the above

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes/No

15. If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*

*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

18. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Same subject knowledge for every year group but different skills progression

b. In the development of skills?

See above

Resources

19. Are the resources sufficient to support the RE programme? Yes/No

Yes

20. Are there any resources that you would recommend to other schools?

Persona dolls

21. Are there any resources that you are lacking?

More persona dolls

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Jewish society on Lawrence street (sorry I cant remember the contacts name)

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

No. of students on roll 144

24. Name of subject leader:

Angela Rhodes

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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26. Other comments/notes *(Continue overleaf if necessary)*

See attached plans

RE School Self-Evaluation (Primary) School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Enriching the curriculum through visits to a variety of places of worship - starting in our local community and then visiting areas with a diverse range of culture and faith. It is our aim that all children will have had the opportunity to visit a Church, Mandir, Mosque and Gurdwara. Through the help of York Interfaith, we are enquiring about visits to a synagogue. Due to Covid, we have had to temporarily suspend these visits however the children will take part in virtual visits through Bradford Interfaith.

2. Where are there weaknesses/areas for improvement?

At present, it has to be the implementation of the new Agreed RE Syllabus and measuring its impact. As a subject leader, I want raise the profile of RE and ensure that we have an inspiring and engaging curriculum which allows children to understand the people in the world and become skilled cultural navigators.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

Pre-Covid, we had developed strong partnerships with other faith groups within our community. The Imam from York Mosque would regularly come into school to lead assemblies and also support in class with the delivery of the RE curriculum. We also pride ourself on the relationship between the school and Huntington parish. We are very fortunate to be supported with assemblies, visits to the locals church, carol services and visits into school to support with the Christian aspects of the curriculum.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan.

Please see attached RE development plan for 2021/22 - working document

5. Is there anything related to RE for which you would like external support?

In the Primary RE Network, we are in the process of creating a working party to identify threads which run through the new Agreed syllabus which show progression and identify opportunities to revisit and build on prior knowledge. It might be useful if we could get some time out of the classroom to work together to do this and with some support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Work scrutiny, learning walks, monitoring of coverage, staff voice, meeting with the pupils, timetabling of RE.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

We found that during home learning, due to the nature of the subject and the quality of discussion needed to deliver an effective RE curriculum, we are having to build the gaps in the children's knowledge. With the implementation of the new Agreed Syllabus, we feel that we are offering a good quality of RE provision which we expect will lead to good outcomes for all children.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

Agreed Syllabus launch - taken back to school and delivered to staff.

Primary RE Network meetings - implementation of new Agreed Syllabus

Developing an effective Primary RE Curriculum - raised questions about how units are structured to ensure curriculum is progressive and provides opportunities for children to revisit and build on prior knowledge - fed into discussion at Primary RE Network meeting and with staff in school about the curriculum mapping of their year group units.

Curriculum Conversations: Teaching using story and text in Primary RE - provided with a list of texts which could be used to support and promote the RE curriculum. Discussion now with staff to see how certain texts would work in their year group.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

I led an RE CPD session as part of the training day in September to introduce the Agreed Syllabus. From this, staff have had the opportunity to look closely at the units and we have worked together to create the Long Term Plan.

10. Do you have links with a local group of teachers ?

I am part of the Primary RE Network.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

No

12. How much time does each pupil spend on RE-related work each week on average?

EYFS:1 hour

KS1: 1 hour

KS2: 1 hour

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

Class teacher

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Please see attached Long Term Plan

18. How does the SoW ensure progression between the key stages?
a. In respect of subject knowledge?

Units are well sequenced - thinking about prior knowledge and building on content, concepts and vocabulary that have been taught in the key stage before.

- b. In the development of skills?

SoW allows for skills taught in previous units to be revisited and built upon which allows for children to know more and remember more. The units allow for several opportunities to revisit key learned concepts for future long-term retention.

Resources

19. Are the resources sufficient to support the RE programme? Yes/**No**

No - the scheme of work to accompany the new Agreed Syllabus needed to be purchased in order to support members of staff particularly with subject knowledge. The scheme often refers to resources from RE Ideas which are only available to members of NATRE- we have since taken out a membership.

20. Are there any resources that you would recommend to other schools?

21. Are there any resources that you are lacking?

Texts from other faiths and cultures - I have recently attended a course delivered by Fiona Moss who shared some useful titles which would really support our curriculum.

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

YoYo - York Schools and York Trust.

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Bradford Interfaith - Shree Lakshmi Narayan Hindu Temple, Guru Gobind Singh Gurdwara

Management and Organisation of RE

No. of students on roll 396

24. Name of subject leader:

Claire Rowlinson

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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RE School Self-Evaluation (Primary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Planning is up to date, progressive and follows the new syllabus.

Last year, we have a more creative approach to RE teaching – moving away from worksheets and bringing more art, drama and cross curricular links into teaching and learning.

We have visits and visitors to help enhance RE teaching and learning.

2. Where are there weaknesses/areas for improvement?

For many years, RE at Rufforth has been taught by an HLTA as a PPA subject. This member of staff is currently on long term sick so subject knowledge, time tabling and experience are areas of challenge.

3. Do you have an example of good practice you would like to share with others?

We use class books to celebrate our learning in RE. Children have independent work too, but to celebrate cross curricular links, each class has a type of 'floor' book in which to collect examples of learning.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan

- Ensure RE is planned and delivered weekly (or blocked into RE days) to ensure coverage of knowledge and skills.
- To embed a more creative, cross curricular approach to teaching and learning in RE
- To enhance enrichment opportunities to support children's understanding of RE
- To improve teacher's subject knowledge to give greater confidence in teaching different faiths.

5. Is there anything related to RE for which you would like external support?

No, thank you.

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Monitoring that is in line with all other subject monitoring: pupil voice, learning walks, work scrutiny

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Good

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

Training on the new syllabus

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

None

10. Do you have links with a local group of teachers ?

We are part of Pathfinder MAT therefore have curriculum support and network meetings.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

RE is usually taught discretely.

12. How much time does each pupil spend on RE-related work each week on average?

EYFS: 30 mins (blocked rather than weekly)

KS1: 1 hour

KS2: 1 hour

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

Currently class teachers and HLTAs. Prior to May 2020, all RE was taught by one HLTA.

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

Yes

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Attached with email.

18. How does the SoW ensure progression between the key stages?

- a. In respect of subject knowledge?

The RE content map has knowledge mapped out for our mixed year classes.

- b. In the development of skills?

We use the Rainbow Continuum of Skills to map progression in each of our medium term plans.

Resources

19. Are the resources sufficient to support the RE programme? Yes/No

Online resources had not been uploaded.

20. Are there any resources that you would recommend to other schools?

No

21. Are there any resources that you are lacking?

Not at the moment – as class teachers take over delivery of RE curriculum, we may discover further resources are required.

Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

Mr Imran Kotwal BA (Hons), PGCE, MBA

Muslim Learner Services

Flexspace Business Centre

Manchester Road

Bolton

BL3 2NZ

Tel. 01204 896115 / 07455324984

www.muslimlearnerservices.org

22. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Interfaith Centre, Bradford

Management and Organisation of RE

No. of students on roll

23. Name of subject leader: Jill Richards

24. How long as subject leader in this school:

1 year (less than)	2 years	3 years	4 years	5+ years
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25. Other comments/notes (*Continue overleaf if necessary*)

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RE School Self-Evaluation (Primary)

School: ~~St Mary's C of E Primary~~

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of York Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return it to the maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

We are right at the beginning of our RE journey. I (Karen Banks) have just taken over as RE subject leader in Spring 2021 and we have just begun to put the basic building blocks into place as staff confidence in teaching the subject was low and the subject had not been being taught as much as it should have been. A staff meeting and some support for some teachers has been put in place and we are now teaching RE more frequently and effectively. However, there is still a long way to go with the subject. We are following the York Agreed Syllabus and teachers have some new resources to work with. There is the possibility of some training about the Islamic Faith in the Spring Term. We have developed some good links with YOYO and are beginning to try and develop links with the local churches and Mosque. For Interfaith Week (which we are celebrating week of 8th November) we are hoping to hold a whole school RE/Arts Day about Peace.

2. Where are there weaknesses/areas for improvement?

As above - we are right at the beginning of our RE journey. Some staff lack confidence in teaching R.E. and lack subject knowledge in many areas which I am supporting as subject leader by providing planning from the Scheme of work and suggesting resources. We are sorting out an assessment system using Tapestry and books but this is also an area for development.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below. Not at present.

4. What are your priorities for development in RE? Please provide a list or attach your current development plan.

- To implement new York SACRE Scheme of work and Long Term Plan
- To upskill staff to be confident in teaching RE
- To implement use of knowledge organisers in RE in KS1 and KS2

- To monitor RE by using Pupil Voice, Book Scrutinies and Learning Walks
- To introduce assessment via Tapestry

5. Is there anything related to RE for which you would like external support?

Access to more training for staff. I have developed good links with York diocese and the Training that comes from there and Olivia Seymour is pointing us in the right direction for the training etc. We are also part of the York Primary RE Network.

Quality and standards of RE in the school

6. How does the school make a judgment on this?
(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

Again, we are at the beginning of this. We are starting to do some learning walks, Book scrutinies and Pupil Voice interviews.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Requiring improvement currently, but hopefully good by the end of the year.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

York new syllabus training, Curriculum conversations - Designing an effective RE curriculum and Being ambitious - A religion and worldviews curriculum for all, Understanding Christianity - Day 1. I have a better understanding of the new syllabus, the changes and also the change in the RE curriculum in the three strands of RE. Impact is that we are now following the new RE syllabus, we have a new long-term plan, we are beginning to implement knowledge organisers and staff have received some support and training.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

A section of staff meeting which introduced the new Scheme of Work, the new Long Term Plan and the three strands of RE. I have also supported some teachers by helping them with some planning as they asked for support. This has led to teachers now teaching RE more frequently and effectively.

10. Do you have links with a local group of teachers ?

Yes, the York Primary RE Network, although due to technical issues on their end, we were not able to attend the last meeting.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship?

No

12. How much time does each pupil spend on RE-related work each week on average?

EYFS: 30 mins session plus continuous provision

KS1: 45 mins per week

KS2: 45 mins-1 hour per week

This time is sometimes blocked at teacher's discretion so rather than teaching weekly, several lessons will be taught in an 'RE day'.

13. Who delivers the RE in your school? Please describe any diversity between classes and year groups if appropriate

(Class teacher/HLTA/TA/PPA teacher/other please specify)

Class teachers in most year groups, although it is left to the HLTA/TAs in some year groups as PPA.

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Syllabus?

N/A

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

16. Does your curriculum and provision meet the requirements of the Agreed Syllabus*
*This question relates to the SYLLABUS -not the scheme of work)?

Yes/No/Partly – If not yes, then please explain how you intend to address this.

Scheme of work (SoW)

17. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

See attachment - school have adopted a model long-term plan which was recommended as a starting point by NATRE and Olivia Seymour. We are planning to adapt this moving forward as necessary but needed a starting point.

18. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

We have used the sample Long term plan which was suggested to us on the Schemes of Work Training as a basis this year to get us started with this. This ensures that subject knowledge is built upon both over the year (the faiths taught in the Autumn Term are then recapped throughout the year) and then some of the units are broken into 2 so that they are recapped in the second year of teaching.

b. In the development of skills?

Again, the sample Long term plan that we are using temporarily which we will adapt when staff are becoming more confident helps us with the development of skills.

Resources

19. Are the resources sufficient to support the RE programme?

For those not confident in RE, they could do with some example teaching slides that they could use as a basis for the units as there is not much widely available in other places.

20. Are there any resources that you would recommend to other schools?

Muslim Learner Services Training and Artefact Boxes. YOYO visits. Experience Church/Easter/Harvest/Christmas sessions.

21. Are there any resources that you are lacking?

Powerpoints with the basics and example knowledge organisers for the units.

22. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

YOYO - Marian Barella and Tamsin Nihill
marion@yoyotrust.org.uk, tamsin@yoyotrust.org.uk

23. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

n/a at present - any recommendations would be very welcome

Management and Organisation of RE

No. of students on roll: 428

24. Name of subject leader: Karen Banks

25. How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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26. Other comments/notes *(Continue overleaf if necessary)*

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York Secondary Schools' SACRE Questionnaires

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RE School Self-Evaluation (Secondary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

At xxxx school we feel our strengths are community and personalisation. We personalise our RE education to our learners across our sites; mainsite, Manor and Millthorpe Satellites. At our Satellites we join collective worship, events, lessons-where appropriate and assemblies.

Over the last 12 months, we have been focusing on the recovery curriculum in school and moving through the phases of this; Relationships, Community, Curriculum, Metacognition, Space

2. Where are there weaknesses/areas for improvement?

We haven't visited places of worship/ been involved in trips to learn about religious aspects of our city for some time. (Covid restrictions)

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

We are about to Embark on the Useful and Kind Project and will have some examples after then.

4. What are your priorities for development in RE? Please attach your current development plan

We are currently commencing an extensive piece of work in streamlining our 3 curriculums; informal, semi-formal and formal, and will be revising and developing religious aspects of study for these within this work.

5. Is there anything related to RE for which you would like external support?

If possible it would be useful for some social stories or visual stories to use with older children and young people on different SACRE topics and themes.

Quality and standards of RE in the school

6. How does the school make a judgment on this?

(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

At Applefieds we have just started an online monitoring system called Evidence for Learning. Within this we can look at all teaching and learning for RE/ Our world and monitor progress. The above examples are all ways in which monitoring takes place too.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Our students have access to a broad and balanced curriculum which focuses on our school values; Wellbeing & Regulation, Communication & Independence, Personalisation & Preparation and most importantly pupils' individual Education, Health and Care Plan EHCP Outcomes.

Teaching is rated good or better.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

National College: CPD

- RE: Implementing a broad and balanced curriculum
- Religious Education: A deep dive into Curriculum Intent
- Religious Education: A deep dive into Curriculum Implementation
- Religious Education: A deep dive into Curriculum Impact

Evidence for Learning Webinar on Relationships, Health and Citizenship Education (RHSE) curriculum 2021

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

Wellbeing CPD, Bereavement, Emotional Support.

10. Do you have links with a local group of teachers ?

No

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

Yes- Our World Curriculum which is grouped into our three curriculums.

PSHCE/ RHSE

Communication lessons

12. How much time does each pupil spend on RE-related work each week?

Key Stage 3: Up to 90 mins

Key Stage 4: Up to 90 mins

Post-16: Up to 1 hour

This involves community activities, wellbeing, play and leisure, communication and our world topics

13. Who delivers the RE in your school?

a. How many individual teachers?

All teachers and TAs- we work on a primary model

b. How many teachers with post-A level qualifications in the subject?

None

c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject?

N/A

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Agreed Syllabus ?

N/A

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

Scheme of work (SoW)

16. When was the current SoW drawn up or revised?

3 years ago and being revised now.

17. To what extent does it match the requirements of the Agreed Syllabus you have adopted? E.g. Fully/Partly/Not at all

Fully

18. Do you follow an accredited course at GCSE as required by the Agreed Syllabus?

N/A due to our learners working significantly below age related expectations

19. What GCSE specification do you teach?

As above

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

We use the CoY agreed syllabus 2017-2021 and select appropriate themes/ objectives that fit into our whole school themes and meet each groups identified needs.

21. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

We focus on a spiral curriculum model of learning key themes and areas and then overlearning and deepening understanding through revisiting topics. Due to our SEND learners all topics are broken into small manageable chunks and prior learning is monitored and built upon. We are responsive to class groups, current affairs and tailor learning to meet EHCP needs accordingly. We focus on preparation for adult life and add weight to our key themes of community, ecology and our world.

b. In the development of skills?

Skills are monitored in 4 key areas:

- Independence – how independent is the learner
- Fluency- How accurate is the learner
- Maintenance- are the skills being maintained
- Generalisation – how are the skills being applied

Resources

22. Are the resources sufficient to support the RE programme?

23. Are there any resources that you would recommend to other schools?

24. Are there any resources that you are lacking?

We are open to exploring new resources- especially hands on resources

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

YOYO- York Christian group

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

Name of subject leader: Lydia Waites- Assistant Headteacher- Teaching and Learning

27. How long as subject leader in this school:

3 Years

28. Other comments/notes (*Continue overleaf if necessary*)

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RE School Self-Evaluation (Secondary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Focussing students on AO1 and AO2 aspects of the subject and progressing the skills of thinking and analysing by 'discovering' big questions and then 'exploring' big questions before introducing the GCSE – which is respected by the students and most are well engaged.

2. Where are there weaknesses/areas for improvement?

Working with people of faith; being able to build on lessons/knowledge with gaps in 'face to face' time.

3. Do you have an example of good practice you would like to share with others?

If so, please provide details below.

GCSE exam answer structure – How to write a full mark answer for AQA exam.

4. What are your priorities for development in RE? Please attach your current development plan

Developing the subject (Philosophy) further at A level, building in British Values – anti racist – community awareness – examples. Working towards a possible change in curriculum time and exposure to all year groups.

5. Is there anything related to RE for which you would like external support?

Quality and standards of RE in the school

6. How does the school make a judgment on this?

(e.g. monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)

As above – subject is scrutinised to the same level and degree as any other subject with regular meetings and help from SLT. Well supported.

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Good

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

N/A – Leader to attend A level training in December. Difficult to achieve due to COVID restrictions over the past 18 months.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

Disciplinary literacy, self regulation in students, use of ICT, focussing on PP students.

10. Do you have links with a local group of teachers ?

There is a group set up – met once online.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHE, Citizenship? (Yes (please explain below)/No)

No, however we have done some work in finding links between the subjects in order to help with teaching of those subjects.

12. How much time does each pupil spend on RE-related work each week?

Key Stage 3: 0.5 hrs – plus homework

Key Stage 4: 1 hr plus homework

Post-16: 4-5 hrs plus homework

13. Who delivers the RE in your school?

- a. How many individual teachers?

2 subject specialists

- b. How many teachers with post-A level qualifications in the subject?

2

- c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject? 0

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Agreed Syllabus ?

N/A

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

Scheme of work (SoW)

16. When was the current SoW drawn up or revised?

September 2021

17. To what extent does it match the requirements of the Agreed Syllabus you have adopted? E.g. Fully/Partly/Not at all

Partly. (due to curriculum time)

18. Do you follow an accredited course at GCSE as required by the Agreed Syllabus?

yes

19. What GCSE specification do you teach?

AQA Religious Studies A (Christianity and Islam)

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

21. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

We build on 'discovering' big questions (what answers do religions give) by using key concepts from the agreed syllabus and then develop into 'exploring' big questions (evaluating different religious/non religious ideas).

b. In the development of skills?

We work on early skills such as knowledge, describing and thinking and build into explaining, arguing and evaluating and then for GCSE into interpreting.

Resources

22. Are the resources sufficient to support the RE programme?

yes

23. Are there any resources that you would recommend to other schools?

24. Are there any resources that you are lacking?

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Management and Organisation of RE

Name of subject leader: Taco Michiels

27. How long as subject leader in this school:

2 years

28. Other comments/notes (*Continue overleaf if necessary*)

RE School Self-Evaluation (Secondary)

School:

York SACRE has a statutory responsibility to monitor provision for Religious Education in the city. SACRE can use this information to make recommendations to City of Council about the strengths and weaknesses of that provision, how good practice might be shared and what support might be offered. Subject leaders are requested to complete this proforma and return maxine.squire@york.gov.uk

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?

Key Stage 3 units of work have been planned using Key Questions as recommended by City of York Agreed Syllabus. Content is delivered through a combination of systematic and thematic units, to ensure that the curriculum is both diverse and broad whilst at the same time offering depth in the exploration of religious traditions. All lessons are planned using blooms taxonomy and offer both access and challenge for a range of different learners.

Pupils studying the GCSE Religious Studies course have been successful in meeting or exceeding their target grades in the previous three cohorts.

2. Where are there weaknesses/areas for improvement?

Pupils require revisiting material from Key Stage 2 before they are able to access Key Stage 3 material, for example key words and basic beliefs belonging to religious traditions.

Some areas of our Key Stage 3 curriculum require minor tweaks in order to fully meet the recommendations of the new City or York Agreed Syllabus, launched in May 2021, for example the addition of more textual analysis and worldviews.

We are currently working on the development of GCSE lessons to ensure that they follow the same format as our newly planned KS3 material.

3. Do you have an example of good practice you would like to share with others?

I believe that pupils gain a consolidated understanding of religious traditions as a result of meeting religious believers and visiting places of worship. This is particularly important in York, where diversity of religious traditions is not always obvious and visible to pupils. In recent years, we have organised trips for pupils to visit Bradford Grand Mosque and York Minster. We were also fortunate to attend a workshop at York St. John University where we were able to meet with and listen to the testimony of a holocaust survivor, courtesy of Holocaust Memorial Trust. This enabled pupils to explore questions relating to the nature of God. In the upcoming year we have trips organised to visit a Mandir and a Gurdwara for Year 8 pupils in Bradford.

4. What are your priorities for development in RE? Please attach your current development plan

To train and develop teachers with specialisms outside of Religious Studies that are delivering the subject.

We are currently working on the development of GCSE lessons to ensure that they follow the same format as our newly planned KS3 material, and that they can be posted on Google Classrooms for pupils to access remotely if they have missed lessons or would like to revise content learned in school.

5. Is there anything related to RE for which you would like external support?

The SACRE CPD events have been extremely useful both for CPD and for networking with other teachers of religious studies from across the city. The curriculum conversations workshops have been great, as was the Shi'a Islam subject knowledge and OFSTED workshop that was held at Archbishop Holgates School in November 2019. I would like these opportunities to continue.

Quality and standards of RE in the school

6. How does the school make a judgment on this?

- Lesson observations are carried out by SLT at least every term, with subject leaders also carrying out lesson observations throughout the year.
- Book Scrutinies are also conducted throughout the year.
- Key Stage 3 units are planned using the City of York Agreed Syllabus. Key Stage 4 units are planned using the AQA Religious Studies A scheme of work.
- Justification documents of Intent, Implementation and Intended Impact, with schemes of work that show where learning is interleaved with prior knowledge and future knowledge.
- Each subject is/ has recently undertaken a 'Curriculum Area Review' (Deep Dive). This involves lesson observations from SLT and Subject Leader, interview between Subject Leader/ Head of School/ Deputy Head (Teaching and Learning), Interview of teachers of Religious Studies, Pupil Voice. Religious Studies undertook this recently, WC: 27/09/2021

7. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Good- The GCSE outcomes over the past three cohorts have remained high. Pupils build skills throughout school to enable them to perform well at the end of Key Stage 4. All lessons are differentiated using blooms taxonomy and are both accessible to pupils with a lower starting point and include challenge to cater to the needs of pupils with a higher starting point.

Continuing professional development in RE

8. What CPD has the subject leader taken part in (over the last year) and what was its impact?

- Getting up to date with Subject knowledge in Islam and recent developments in RE including the new Ofsted Framework- Wednesday 20th November 2019
- Teaching Evolution to Religiously Sensitive Groups-Friday 12th March 2021
- Making good progress in RE: Knowledge, worldviews, intent, implementation and Impact-Friday 21st May 2021
- Curriculum Conversations- From Conversation to implementation: Constructing an RE curriculum - Tuesday 28th September 2021
- Curriculum Conversations- Authentic and rich teachings of Hinduism - Tuesday 18th January 2022

- Leadership: Managing Performance - Tuesday 5th October 2021
- Middle Leader: Resonant Leadership- Tuesday 19th October 2021
- Middle Leadership: Leading with Impact- Tuesday 11th January 2022
- Subject leader is an examiner for AQA and completes moderation of exam scripts with the exam board at required times.
- Subject Leader is part of the REspect Group, where teachers from around the country share best practise, examples of teaching and learning, and can seek advice from colleagues when required.

9. What CPD have other teachers taken part in (over the last year) and what was its impact?

We have a twilight session planned into the calendar for teachers of Religious Studies to undertake CPD related to the teaching or RS.

10. Do you have links with a local group of teachers?

Subject Leader trained locally at York St. John University, and subsequently undertook placements at both Huntington School and Manor C of E Academy, therefore establishing links with both schools. As part of the Southbank Academy Trust, York High School is linked with Millthorpe School and Religious Studies departments have worked together on previous inset days.

Timetabling of RE

11. Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)

At Key Stage 3, pupils receive timetabled religious studies lessons, distinct from any other subjects.

At Key Stage 4, pupils that study GCSE religious studies receive timetabled religious studies lessons, distinct from any other subjects.

At Key Stage 4, pupils study the RAS programme (Resilience, Aspirations & Success). As part of this, pupils study core Religious Education.

12. How much time does each pupil spend on RE-related work each week?

Key Stage 3: Pupils receive one hour per week of Religious Studies.

Key Stage 4: Pupils that study GCSE Religious Studies receive five hours of Religious Studies per fortnight, in line with other options subjects. Pupils that do not opt to study GCSE Religious Studies receive one hour per week of RAS Study.

Post-16: N/A

13. Who delivers the RE in your school?

- a. How many individual teachers at Key Stage 3: 7
- b. How many teachers with post-A level qualifications in the subject: 1
- c. What proportion of the timetable is delivered by teachers who spend most of their timetable delivering another subject: 25% of Key Stage 3 pupils have RE delivered by a

teacher with another specialism. GCSE Religious Studies Lessons are all delivered by a Religious Education Specialist Teacher.

Agreed Syllabus

14. If your school is an Academy, have you chosen to adopt the York SACRE Agreed Syllabus?

YES

15. If you answered 'No' to question 14 above, please tell SACRE which syllabus you have chosen to adopt

N/A

Scheme of work (SoW)

16. When was the current SOW drawn up or revised?

Spring 2021 – When teaching and learning was remote during the lockdown period.

17. To what extent does it match the requirements of the Agreed Syllabus you have adopted?

All Key Stage 3 units of work are planned using the Key Questions recommended within the Agreed Syllabus.

All of the required religions of focus are taught within Key Stage 3 (Christian, Islam, Buddhist & Sikhi).

GCSE Religious Studies follows the AQA Religious Studies A route, selecting the religions of Christianity and Islam as a focus and studying theme A (Religion, Relationships and Families), theme B (Religion and Life), Theme E (Religion, Crime and Punishment), and Theme F (Religion, Human Rights and Social Justice).

18. Do you follow an accredited course at GCSE as required by the Agreed Syllabus?

Yes

19. What GCSE specification do you teach?

GCSE Religious Studies follows the AQA Religious Studies A route, selecting the religions of Christianity and Islam as a focus and studying theme A (Religion, Relationships and Families), theme B (Religion and Life), Theme E (Religion, Crime and Punishment), and Theme F (Religion, Human Rights and Social Justice).

20. Please attach a long-term plan/curriculum map that shows how you deliver RE across the school/school year?

Year 7

Autumn: 3.3.What is so radical about Jesus?

Spring: 3.8.What is good and what is challenging about being a teenage Muslim in Britain today?

Summer: 3.10.Does religion help people to be good?

Year 8

Autumn: 3.11.What difference does it make to believe in the Torah and God's chosen people?

Spring: 3.7.How can people express the spiritual through the arts?

Summer: 3.9.Should happiness be the purpose of life?

Year 9

Autumn: 3.5.Why is there suffering? Are there any good solutions?

Spring: 3.10.Does religion help people to be good?

Summer: 3.4.Is death the end? Does it matter?

Year 10

Religion, Relationships and Families

Christian Beliefs and Teachings

Christian Practices

Islamic Beliefs and Teachings

Year 11

Islamic Practices

Religion and Life

Religion, Crime and Punishment

Religion, Human Rights and Social Justice

21. How does the SoW ensure progression between the key stages?

a. In respect of subject knowledge?

Pupils study systematic units to begin with in order to pin knowledge and create a big picture of the religion that they are studying, including the diversity and differences within it. They then progress to study thematic units, looking at a variety of topics and comparing/ contrasting different religious attitudes towards the themes that they are looking at. Pupils accumulate more advanced terminology and religious teachings as they study. We are working towards low stakes testing at the beginning of each unit studied, to enable us to evidence more clearly the starting point of each pupil and evidence their progress after their learning.

b. In the development of skills?

Each term at Key Stage 3 level and more regularly throughout the GCSE course, pupils complete assessment style questions based on the skills that require development including the use of specialist language, use of religious scripture, ability to explain religious beliefs and practices, ability to compare and contrast religious beliefs and practices, ability to evaluate statements and draw upon different beliefs and teachings, ability to make judgements and offer their own opinions, thoughts and conclusions on a variety of topics.

Resources

22. Are the resources sufficient to support the RE programme?

Yes, schools from across the city and wider are very generous in sharing resources. The online community also works together to ensure that resources are shared between schools.

23. Are there any resources that you would recommend to other schools?

Artefact kits relating to religious traditions. Pupils are then able to see firsthand the types of religious objects that are used by adherents.

24. Are there any resources that you are lacking?

We have recently purchased some artefact kits relating to some religions. We would be looking to purchase artefacts relating to other religions in the future (for example a Buddhist artefact kit).

25. Please list below the contact details for any visitors you use to support RE that you'd recommend to others?

I would welcome recommendations from other schools regarding visitors that are used to support RE.

26. Please list below the contact details for any places you use to visit to support RE that you'd recommend to others?

Bradford Grand Mosque: <https://www.bradfordgrandmosque.co.uk/>

York Minster: <https://yorkminster.org/>

Holocaust Memorial Trust: <https://www.hmd.org.uk/>

Bradford Interfaith Education Centre: <https://bso.bradford.gov.uk/content/introduction-to-the-interfaith-education-centre>

Management and Organisation of RE

Name of subject leader: Mr Joseph Bower

27. How long as subject leader in this school: 1 Year

28. Other comments/notes (*Continue overleaf if necessary*)



Where does interleaving take place within our curriculum?

<p>Key Figures in Religion</p> <p>Year 7- Jesus, Muhammad, Guru Nanak</p> <p>Year 8- Abraham, Moses, Sadhus, Siddhartha Gautama</p> <p>Year 9- Gandhi, Martin Luther King, Mother Teresa, Malala, Oscar Romero</p> <p>Year 10 – Jesus, Muhammad, Ibrahim</p>	<p>Religious Texts</p> <p>Year 7- The Bible, The Qur’an, The Guru Granth Sahib</p> <p>Year 8 – The Torah, The Vedas, The Pali Cannon</p> <p>Year 9- The Bible, The Qur’an</p> <p>Year 10- The Bible, The Qur’an</p> <p>Year 11- The Bible, The Qur’an</p>	<p>Prejudice and Discrimination</p> <p>Year 7- Islamophobia, Challenges of being Sikhi</p> <p>Year 8- Anti-Semitism, Caste system</p> <p>Year 9- Human Rights and people of faith</p> <p>Year 10- Christian Persecution</p> <p>Year 11- Human Rights and Social Justice</p>
<p>Places of Worship</p> <p>Year 7- Church, Mosque, Gurdwara</p> <p>Year 8- Synagogue, Mandir, Vihara</p> <p>Year 10- The Local and Global Church</p> <p>Year 11 – The Mosque</p>	<p>God</p> <p>Year 7- The Trinity, The Shahadah, Waheguru</p> <p>Year 8- The Trimurti, Deities</p> <p>Year 9- The problem of Evil and the Nature of God</p> <p>Year 10- The Nature of God, The Trinity, The Incarnation, The 99 names of Allah, Tawhid, and Supremacy of God.</p> <p>Year 11- The Shahadah</p>	<p>Morality</p> <p>Year 7- The 10 Commandments, The Five Pillars of Islam, Sewa, Justice and equality in Sikhi</p> <p>Year 8– The 613 Mitzvah, The Five Precepts</p> <p>Year 9- Ethical Issues, The problem of Evil, Human Rights</p> <p>Year 10- The Ten Commandments, The Problem of Evil</p> <p>Year 11- Five Pillars of Islam, Ethical Issues, Human Rights, Crime and Punishment.</p>
<p>Pilgrimage</p> <p>Year 7- Hajj, The Harmandir Sahib</p> <p>Year 8- Varanasi</p> <p>Year 10- Iona, Lourdes</p> <p>Year 11- Hajj, Karbala</p>	<p>Prayer</p> <p>Year 7 – The Lord’s Prayer, Salah Prayers, The Guru Granth Sahib</p> <p>Year 8- Prayer in Judaism, Puja Prayer, Meditation and Mindfulness</p> <p>Year 9- Responding to Evil and Suffering through prayer</p> <p>Year 10 – Types of Christian Prayer, The Lord’s Prayer</p> <p>Year 11 – Salah Prayer and Jummah Prayer.</p>	<p>Culture</p> <p>Year 7- Who is Jesus?, The five K’s</p> <p>Year 8- Kosher food laws, Jewish rites of passage, Buddhist monks and nuns</p> <p>Year 9- Mexican day of the dead, Human Rights around the world and throughout history.</p> <p>Year 10- Differences between Christian denominations, The differences between Sunni and Shi’a Islam</p>
<p>Festivals</p> <p>Year 7- Christmas, Easter, Eid</p> <p>Year 8- Passover, Hanukkah, Diwali, Holi</p> <p>Year 9- Mexican Day of the Dead</p> <p>Year 10- Christmas, Easter</p> <p>Year 11- Eid al Fitr, Eid al Adha, Ashura</p>		

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Regional and National updates

Kim Leadbeater, MP for Batley and Spennings Dale asked the following Parliamentary Question on RE

NATRE were very pleased to see that after their joint meeting with Kim Leadbeater MP, with the REC and RE Today she asked a series of questions of the DfE. The new Minister for School Standards; Robin Walker MP, gave an extremely fulsome and positive reply. We will continue to press for a meeting with him. Good to see he is clear on the value of RE and it will be interesting to teachers to note the change in focus from the current DfE Ministerial Team in relation to the value of our subject.

Question from Kim Leadbeater, MP for Batley and Spennings Dale

To ask the Secretary of State for Education, what recent assessment his Department has made of the societal value for young people of religious education; and if he will make a statement.

Answered by Robin Walker, MP for Worcester and Minister of State for School Standards, on 9 November 2021

The government firmly believes that religious education (RE) is important. Good quality RE is essential in developing children's knowledge of British values and traditions, and those of other countries. RE is a vital part of fostering understanding among different faiths and beliefs, which is why it is a compulsory subject for all state-funded schools up to the age of 18.

Department officials engage regularly with key RE stakeholders, including the National Association of Teachers of Religious Education as the main subject association for RE in England. When teaching RE, schools should consider how their curriculum can develop social skills and empathy, as well as equip children and young people with the skills for living and working in a diverse society. For older pupils, RE should also focus on developing skills that are useful in a wide range of careers and adult life, and in particular the skills of critical enquiry, creative problem-solving and communication in a variety of media.

In school life, RE can develop and nuance the skills required for other parts of the school curriculum such as history, citizenship, and personal, social, health and economic education.

RE is an important subject, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society, as well as serving to inform their own values and behaviour. RE can also contribute to pupils' personal development and well-being by promoting mutual respect and tolerance in a diverse society. It is an important contributor to the spiritual, moral, social and cultural development of pupils, which schools are required to facilitate as per the Education Act 2002. Studying RE can also serve to improve community cohesion, providing a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

Muslim Council of Britain Visiting a Mosque resource



The “**Visiting a Mosque: RE Teacher Resources**” pack is intended to support and empower Religious Education (RE) Teachers in organising and delivering school visits to Places of Worship such as mosques.

Additionally, during the COVID-19 pandemic, “in-person” visits to Places of Worship such as mosques were paused. As a result, signposting to “virtual” mosque tours has been included in this pack as an additional resource and to increase familiarity and

confidence when organising in-person visits. To find out more visit the website here:

<https://www.visitmymosque.org/for-re-teachers/>

Cambridge in the Classroom

Experts from the faculty of divinity and the faculty of education have put together films answering some big questions of religion, philosophy and ethics. Whilst designed for use with secondary students aged 14-18 they are also useful for teacher subject knowledge. To find out more visit the website: <https://www.divinity.cam.ac.uk/study-here/open-days/cambridge-your-classroom>



Farmington Fellowships



Applications for the 2022/23 Farmington Scholarships are now open. These are Scholarships available to teachers of religious education and associated subjects in UK secondary, primary, and special needs schools. Head teachers who wish to undertake research into either religious education or values education are also eligible to apply.

Scholarships cover the cost of tuition, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale. Scholarships last for a maximum of 30 days and can either be taken at a local university (we have links with 13 throughout England, Scotland, Wales and Northern Ireland) or can be home-based with a local tutor. Further information and an application form can be found on our website

<http://www.farmington.ac.uk/index.php/farmington-scholarships/>

City Of York SACRE: Development Plan 2020 – 2022

Priority 1: Maintain the profile of SACRE and develop RE				
Target: Raise awareness of and support for the work of City of York SACRE and RE as a subject				
Intended Impact: Schools understand and engage with the work of SACRE and recognise the importance of RE				
Action	Timescale	People involved	Costs	Monitoring and Evaluation
The SACRE website is reviewed and refreshed on a regular basis to ensure that content is meaningful, informative and up-to-date	Ongoing	Members of SACRE Clerk to SACRE	SACRE clerk costs	Monitor responses to SACRE website
Appoint a new SACRE Chair and commission an adviser to SACRE	Summer 2020	Members of SACRE	Commissioning costs for SACRE adviser	
Continue to review the membership of SACRE to ensure that it continues to represent all significant Faith groups in York and to increase the number of teachers	2020-2022	Members of SACRE	Teacher cover costs	SACRE membership includes all significant Faith groups in York and increased number of teachers
Review the terms of reference for SACRE York and key documents to support SACRE members	Autumn 2021	Chair of SACRE LA Adviser support SACRE Members of SACRE		
Support Holocaust Memorial Day by SACRE representation on organising committee	2020-2022	Chair of SACRE Members of SACRE LA Adviser to attend HMD meetings	Contribution reviewed on an annual basis by SACRE	Review evaluations from schools and HMD partners.
Continue to attend the NASACRE AGM to represent York SACRE	2020-2022	Members of SACRE	Meeting fee and travel costs	SACRE members attending to report back to SACRE

Introduce monitoring programme of RE provision in schools	2020-2022	Chair of SACRE Members of SACRE	Meeting costs	Evaluations from Heads and Governors
Agreed Syllabus Review	2020-2021	Members of SACRE	Commissioning costs for new Agreed Syllabus	
SACRE to respond to the recommendations of key partners and identify key priorities for CYC	2020-2022	Members of SACRE		

Priority 3: Agreed Syllabus Review				
Agreed Syllabus Review	2020-2021	Members of SACRE	Commissioning costs for new Agreed Syllabus	
Feedback from schools on current syllabus	Summer 2020	Members of SACRE		
Contact RE today re recommissioning Agreed Syllabus	Autumn 2020	Chair of SACRE and LA Adviser to SACRE		
Agreed Syllabus Conference	2020-2021	SACRE members and teachers		
Launch reviewed Agreed Syllabus	Summer 2021		Launch conference costs	
Support and monitor implementation of reviewed Agreed Syllabus	2021-2022	SACRE members		

Priority 2: Contribute to the development of a professional CPD programme to develop the quality of R.E. teaching				
Target: R.E. teachers are provided with high quality professional development which meets their needs and supports the delivery of the agreed syllabus				
Intended Impact: The quality of R.E. teaching in the City of York is consistently good or better				
Action	Timescale	People involved	Costs	Monitoring and Evaluation
Work with partners to	2020-2022	SACRE	Course costs	Teacher evaluations

maintain a professional development programme for R.E. teachers in York		Pathfinder TSA RE Hub - LTLRE		
Continue annual conferences for Primary and Secondary teachers	2020-2022	SACRE Pathfinder TSA NATRE adviser	Conference costs	
Identify 'RE Good Practice schools ' to support the sharing of effective practice.	2020-2022	Initially RE Quality Mark schools		
Monitor the teaching of RE through monitoring programme as in priority 1.	2020-2022	Secondary and Primary SPOs LA Adviser	N/A	Monitoring visits to schools

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Standing Advisory Council on Religious Education (SACRE) – draft work plan

Theme	Item	Lead officers	Scope
5 January 2022	Member training	Professional RE advisor	A focus on sections 1 and 2 of the NASACRE self-evaluation tool
Standing item	Monitoring of standards (Ofsted reports, LA monitoring, SACRE support)	LA officer / Professional RE advisor	LA officer report Feedback from school questionnaire Ofsted reports overview work plan shared with members
Standing item	National RE and Collective worship updates Updates from NASACRE	Professional RE advisor	Professional RE Adviser report
Standing item	Correspondence on complaints / determinations	Professional RE advisor	
	Final approval of Annual report	LA officer / Professional RE advisor	Draft shared via email to members on 13 th December with request for comments made by 17 th December. Final draft presented at the meeting for approval by group vote. LA officer makes amendments required by SACRE and document sent to NASACRE and DFE
	Report on school questionnaire and identified training needs for schools	Professional RE advisor	
	Work programme for SACRE	LA officer/Janie Berry	
1 March 2022	Member training	Professional RE advisor	A focus on sections 3 and 4 of the NASACRE self-evaluation tool
Standing item	Monitoring of standards (Ofsted reports, LA monitoring, SACRE support)	LA officer / Professional RE advisor	
Standing item	National RE and Collective worship updates Updates from NASACRE	Professional RE advisor	
Standing item	Correspondence on complaints /	Professional RE	

	determinations	advisor	
	Training and support for schools	Professional RE advisor	
7 June 2022	Member training	Professional RE advisor	A focus on sections 5 of the NASACRE self-evaluation tool
Standing item	Monitoring of standards (Ofsted reports, LA monitoring, SACRE support)	LA officer / Professional RE advisor	
Standing item	National RE and Collective worship updates Updates from NASACRE	Professional RE advisor	
Standing item	Correspondence on complaints / determinations	Professional RE advisor	
	Report back from NASACRE conference	LA officer / Professional RE advisor	
	Looking ahead to Interfaith week	Professional RE advisor	
	Development plan 2022-24 Annual report planning	LA officer / Professional RE advisor	