

North Yorkshire County Council

**North Yorkshire Standing Advisory Council
on Religious Education (SACRE) –**

26th January 2021
Update from Professional RE Adviser

1.0 Purpose of the Report

To inform Members on training and support given to schools since the last SACRE meeting.

2.0 Communication

- 2.1 A termly SACRE RE newsletter is now in place. (see Appendix 1 for the latest newsletter) The aim of the newsletter is to raise awareness of SACRE amongst schools and to provide a mechanism for sharing local and national news and resources. It is hoped that future editions will include features on SACRE Members and the work of SACRE to support a wider understanding of the work of SACRE.
- 2.2 A section of the NYCC Children and Young Peoples Service (CYPS) website now includes RE resource support for home learning. <https://cyps.northyorks.gov.uk/covid-19-school-improvement>
- 2.3 The Professional Adviser and Local Authority Officer have completed a piece of work to update the school facing pages of the NYCC CYPS website to ensure RE and Collective Worship information is up to date.

3.0 Training

- 3.1 As a result of Covid-19 restrictions, all NYCC training and networks have moved online for the academic year 2020-21. Primary School RE networks are scheduled each term with an offer of a morning, afternoon or twilight session. Secondary RE networks are offered once as a twilight session. RE networks are planned to include a key training focus alongside sharing of best practice and sharing of local and national resources.
- 3.2 In the autumn term 20 Primary Schools engaged with the RE Network. The training section of the network focussed on effective curriculum planning from the NYCC Locally Agreed Syllabus and the progression document update to the syllabus sent to schools in summer 2020. A range of local and national resources were also shared including support for virtual visits and visitors.
- 3.3 A new online feedback platform is being trialled by NYCC. It is hoped this will enable formal feedback to be reported to SACRE in future meetings. Appendix 2 provides formal feedback from the one RE network last term that trialled the approach.
- 3.4 Other feedback from the training included:

That was great, thank you so much. It has made the progression document clearer - I feel more confident discussing it with my colleagues. I will be taking a look at the new resources too.

Thanks. Really great. It has made me more confident to deliver a PDM to the staff.

I think these examples are great. I would hope they will encourage my staff to think about what their outcomes are.

Really useful, especially around curriculum planning. Also, good to have a bank of resources to hand.

Thanks very much for a useful session, lots of food for thought.

I feel like I have lots of ideas to share with staff in our federation.

I am an absolute novice so today has been great, thank you.

I have certainly found today interesting as this was my first RE network meeting. The resources are really helpful.

Reminders of existing resources and sharing new resources available, particularly the videos have been helpful, thank you.

Very well presented and informative from a governors point of view. It has given me plenty of information to feed back to the governing body.

Timing wise, having multiple date options is most useful rather than necessarily different times. All times have advantages and disadvantages but ensuring there are multiple dates which don't fall on the same day is useful. Having different day options helps if there is a regular commitment for staff on a specific day or if you have part time staff.

- 3.5 The Secondary network was cancelled due to low numbers. The Professional RE Adviser is working with Local Authority Officers to consider the most effective ways of engaging with Secondary RE Leads to provide support and training.

- 3.6 Despite lockdown, RE networks will continue to run in the spring term. Engaging with text in the RE classroom will be the training focus for the Primary RE networks and part of the network will also focus on resources to support remote teaching and learning. The Secondary RE network will focus on intent and implementation of an effective RE curriculum with a particular focus on curriculum progression and Ofsted expectations.

- 3.7 A developing Primary RE Leadership Course is planned for March.

The course will focus on

- developing an effective RE curriculum using the Locally Agreed Syllabus
- developing an understanding of the role of Primary RE Lead
- developing meaningful and manageable monitoring and evaluation

As a result of attending, delegates should:

- have a good understanding of planning an effective curriculum from the NYCC Agreed Syllabus
- have gained confidence in leading RE in their school
- have increased confidence in subject knowledge for the Primary RE classroom
- have increased confidence in monitoring and evaluating RE in their school

4.0 Support for Senior Leaders and Governors

- 4.1 The Professional RE Adviser is working with Local Authority Officers to explore mechanisms to ensure senior leaders and governors have access to guidance and support on matters relating to RE and Collective Worship. This will include an opportunity to share information at Leadership and Governor Networks in the coming months.

5.0 Monitoring of RE

- 5.1 The Professional RE Adviser has liaised with Local Authority Officers to produce a draft questionnaire on provision for RE in Primary and Secondary Schools (see Appendix 3 and 4).
- 5.2 The intention is to send the questionnaires to schools in the summer term and collate the information. This information will provide an important baseline for SACRE in considering its next steps in undertaking its responsibility for monitoring standards in RE.
- 5.3 The Professional RE Adviser would welcome any comments or questions on the content of the draft questionnaires.

Olivia Seymour
Professional Adviser to North Yorkshire SACRE
County Hall, Northallerton

13th January 2021

Report Author: Olivia Seymour

Background documents: None



North Yorkshire
County Council

School Improvement Service

North Yorkshire SACRE Newsletter

Welcome to the second SACRE newsletter for North Yorkshire schools. This termly newsletter will keep you up to date on what SACRE is doing and the support it offers to North Yorkshire schools alongside national and regional updates and news on RE resources and training.

What is SACRE?

The acronym SACRE stands for: Standing Advisory Council on Religious Education

Why is there a SACRE?

Every local authority (LA) has to have a SACRE by law. The Children's Services division of the LA that takes responsibility for making sure SACRE works well and SACRE's work is related to schools and their curriculum.

What does a SACRE do?

The law says that RE must be taught in all schools and a SACRE's role is to advise its local authority on what needs to be done to improve religious education (RE) and collective worship for schools in its area. This is because RE is not part of the National Curriculum; it is a local responsibility. Through the SACRE, local communities and teachers have the opportunity to influence and support what pupils learn in RE.

The SACRE's main function is to advise the local authority on matters related to the religious education, which follows the locally agreed syllabus, and on collective worship in schools.

Where do I go for advice relating to RE or Collective Worship in my school?

Olivia Seymour, is the Professional RE Adviser for maintained schools in North Yorkshire over the coming academic year. (Please note for church schools Olivia can provide advice relating to the Agreed Syllabus but we encourage church schools to seek wider RE advice from their home diocese)

Olivia also provides advice to community schools on matters relating to collective worship (church schools should again seek advice from their home diocese)

Enquires into the Local Authority can be directed to schoolimprovementservice@northyorks.gov.uk and the service will provide a conduit to the specialist



NYCC online RE networks this term

This year NYCC is offering termly online networks for all schools. These networks will include support for subject knowledge, curriculum-planning using the North Yorkshire Agreed Syllabus, national and local updates, resources to support RE and an opportunity to ask questions and share good practice.

Primary This term the Primary RE networks will look at

- Resources to support home learning and blended learning in RE
- RE and Literacy – strategies for reading and engaging with text in the RE classroom

There will be 3 opportunities to attend the spring term online network

Wed, 20 Jan 2021 09:30 - 11:30 - <https://www.nyestraining.co.uk/Event/130762>

Tue, 02 Feb 2021 13:30 - 15:30 - <https://www.nyestraining.co.uk/Event/130750>

Thu, 25 Feb 2021 16:00 - 18:00 - <https://www.nyestraining.co.uk/Event/130744>

Secondary This term the secondary RE network will look at

- Intent and implementation of an effective RE curriculum (with a particular focus on curriculum progression and Ofsted expectations)

Thursday 18th March 4 - 6pm - <https://www.nyestraining.co.uk/Event/130633>

Developing Primary RE leadership Course

This practical one day course is suitable for new or developing primary RE subject leads

The course focuses on

- developing an effective RE curriculum using the locally Agreed Syllabus
- developing an understanding of the role of Primary RE lead
- developing meaningful and manageable monitoring and evaluation

As a result of attending, delegates should:

- have a good understanding of planning an effective curriculum the NYCC Agreed Syllabus
- gained confidence in leading RE in their school
- have increased confidence in subject knowledge for the Primary RE classroom
- have increased confidence in monitoring and evaluating RE in their school

To book a place;

Day 1 - Thu, 11 Mar 2021 09:30 - 11:30 - Day 2 - Thu, 22 Apr 2021 13:30 - 15:30
<https://www.nyestraining.co.uk/Event/130638>

Holocaust Memorial Day

Holocaust Memorial Day (HMD) takes place each year on 27 January.

The theme for Holocaust Memorial Day 2021 is *Be the Light in the Darkness*. This theme is explored on the HMD trust website at <https://www.het.org.uk/hmd-2021> where you can find guidance and resources for primary and secondary school teachers and information about how to sign up for the Holocaust Memorial Day webcast.

The HMD trust are also offering free **online teacher training sessions** which model how this theme can be discussed in the classroom. The 'Introduction to the Holocaust Educational Trust' seminar takes place twice a month and will next run on:

Thursday 14 January (15.30 - 17.00)

Monday 1 February (11.00 - 12.30)

Wednesday 3 February (16.00 - 17.30)

And there are further training opportunities all listed on <https://www.het.org.uk/education/teacher-training/online-training-sessions>

Participation in the online training programme is free of charge. To sign up to one or more of the online training sessions please email TeacherCPD@het.org.uk.

Support for home learning

Resources from NATRE



NATRE have made available a range of free resources you can use and share with parents to support with home learning, as well as resources to support socially distanced learning. These are broken down by Key stage 1-4 <https://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/>

Also available are lists of useful links for teachers, parents, carers and pupils:

- RE home learning from a variety of providers.
<https://www.natre.org.uk/uploads/Additional%20Documents/RE%20home%20learning%20resources%20v2.pdf> List of video clip resources to aid independent learning.
<https://www.natre.org.uk/uploads/List%20of%20video%20clips%20of%20aid%20independent%20learning%20FINAL.pdf>

We know that some parents and carers might want to know more about why we teach RE, so NATRE have also produced a short information leaflet that they hope will be of use.

<https://www.natre.org.uk/uploads/Parents%20leaflet%20FINAL.pdf>

Voices from Religious and Worldviews



Over the last few years RE:Online have collated responses to questions about religion and worldviews from different perspectives. This resource provides personal answers to questions from lived experience and were written directly by believers.

Find the resource here: <https://www.reonline.org.uk/resources/voices-from-religion-and-worldviews/>

Teach:RE free self-study courses



Teach:RE offer two free self-study courses:

- Teach:RE Primary – an introduction: This short self-study course is for those currently undertaking primary initial teaching training or for those in their NQT year or working as an HLTA in a primary school or academy. The course helps those entering the teaching profession to understand the purpose of RE and how to teach it effectively.
- Teach:RE Religion and Worldviews – subject knowledge for teaching: This self-study course is designed for anyone who wishes to develop their subject knowledge of one or two religious or non-religious worldviews

Find out more on the Teach:RE website <https://www.teachre.co.uk/free-self-study-courses/>

RE School Self-Evaluation (Primary)

School:

School Type:

North Yorkshire SACRE has a statutory responsibility to monitor provision for Religious Education in the county. SACRE can use this information to make recommendations to North Yorkshire County 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 professional Adviser; Olivia Seymour xxxxxxxx

Management and Organisation of RE

No. of students on roll

Name of subject leader:
(Yes/No/Partly)

Do you follow the Agreed Syllabus?

How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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Quality and standards of RE in the school

- How does the school make a judgment on this
(eg monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)
- How accurate a picture does this give?

Continuing professional development in RE

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

Timetabling of RE

- Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)
- How much time does each pupil spend on RE-related work each week on average?
EYFS:

KS1:

KS2:

- 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)

Agreed Syllabus

- If your school is an Academy, have you chosen to adopt the NYCC Agreed Syllabus?
Yes/No
- If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
- 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)

- When was the current SoW drawn up or revised?
- To what extent does it match the requirements of the local agreed syllabus?
Fully/ Mostly/Not at all

If not fully explain how you intend to address this

- How does the SoW ensure progression between the key stages?
 1. In respect of subject knowledge?
 2. In the development of skills?

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?

School self-evaluation: key questions

1. What are the strengths of your current provision and practice?
2. Where are there weaknesses/areas for improvement?
3. Is there something that is so good in your school that it could be shared with other schools?
If so, please elaborate.
4. What are your priorities for development in RE? Please attach your current development plan
5. Is there anything related to RE for which you would like external support?
6. Overall, how would you grade the quality of RE provision (including quality and standards achieved by pupils) in your school?

Outstanding (1)	Good (2)	Requires Improvement(3)	Inadequate (4)
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Why have you chosen this grade?

Other comments/notes

Continue overleaf if necessary

RE School Self-Evaluation (Secondary)

School:

School Type:

North Yorkshire SACRE has a statutory responsibility to monitor provision for Religious Education in the county. SACRE can use this information to make recommendations to North Yorkshire County 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 professional Adviser; Olivia Seymour xxxxxxxx

Management and Organisation of RE

No. of students on roll

Name of subject leader:
(Yes/No/Partly)

Do you follow the Agreed Syllabus?

How long as subject leader in this school:

1 year	2 years	3 years	4 years	5+ years
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Quality and standards of RE in the school

- How does the school make a judgment on this
(eg monitoring, lesson observation, work scrutiny, meeting with pupils, learning walks ...)
- How accurate a picture does this give?

Continuing professional development in RE

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

Timetabling of RE

- Is provision for RE combined with another subject e.g. PSHEe, Citizenship? (Yes (please explain below)/No)
- How much time does each pupil spend on RE-related work each week?

Key Stage 3:

Key Stage 4:

Post-16:

Agreed Syllabus

- If your school is an Academy, have you chosen to adopt the NYCC Agreed Syllabus?
Yes/No
- If you answered 'No' to question 15 above, please tell SACRE which syllabus you have chosen to adopt or attach a copy of the syllabus you have devised which meets the same requirements as are expected of an Agreed Syllabus
- Does your curriculum and provision meet the requirements of the Agreed Syllabus*
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Scheme of work (SoW)

- When was the current SoW drawn up or revised?
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Why have you chosen this grade?

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