

South West SACRES Dr Vanessa Ogden

Overview of the structure of the work

- There is a set of reference groups and task and finish groups to enable the work
- Legal group – chaired by Charles Clarke
- Teacher group – chaired by Katie Freeman
- Religion and belief group – chaired by Claire Clinton via REC
- Young Ambassadors group
- Drafting group – led by Dr Richard Kueh and Deborah Weston – This draws upon expertise in various ways to draft the materials

There have been multiple individual meetings in addition to this (3 sides of typed A4 of all the groups and individuals and that excludes the list of teachers consulted) and all interactions are recorded for transparency.

It is important to note that this is sector engagement rather than a consultation process but this has been comprehensive. **If the secretary of state decides to take this work forward there would then be a formal consultation.**

There have been significant discussions around the content of programmes of study and then a complimentary set of pathways which is very important for the dual system of English education (schools with a religious education and schools without – both financed through the state). Whatever is recommended cannot interfere with this as there won't be a settlement without this. The Secretary of State accepts this as long as there is a benchmark in terms of curriculum standards.

Programmes of Study

The starting point has been the National Content Standard but this has been iterated accordingly based on discussions as part of the process. It is a form of curriculum but not detailed curriculum – like all other National Curriculum documents for other subjects. There is a wealth of opportunities for curriculum development in the sector through SACRES and RE advisory work that then enables outworking of the programme of study outline. The Programme of Study do not recommend one methodological or pedagogical approach. Rather it is exemplar to enable further development for specific contexts.

The programmes of study will include 'local study' and there is role for SACRES to support this in their locality.

There is a focus on breadth and depth. Work has been done to situate this to enable different ways of the programmes of study being outworked (methodological and pedagogical) as long as the substantive disciplinary and personal knowledge overview is met.

Slides shared by Deborah Weston I am unable to share this due to restrictions placed on the meeting.

An overview of what will be included:

- Aims of RE- set out in bullet points - RE should be academically rigorous and personally inspiring
- A rationale statement for religious education
- Structure of RE - The document will be set out into 3 strands: Substantive, disciplinary and personal knowledge. The Curriculum will be the progression model
- Traditions studied – this follows evidence from the research review that you cannot teach everything there is to know about religious and non-religious beliefs. The model aims to ensure a balance between breadth and depth e.g in terms of breadth KS1 and KS2 pupils encounter a range (not the same as learning in depth for all). In terms of depth at KS1 and 2 there is an expectation of Christianity and at least one other tradition in depth. In addition, there will be an expectation of balance of Abrahamic and Dharmic/Indic traditions – so pupils will encounter all 7 religions and beliefs across KS1 & 2
- Substantive knowledge – 4 themes which include e.g matters of central importance to traditions, ultimate questions
- Personal knowledge – same language across KS1-4 as outworked differently in curriculum and not assessed – explores things such as positionality, reflexivity
- There will be core RE specified at KS4 alongside GCSE model to ensure statutory requirement for all.
- There will be a recommendation of timing – 5% of curriculum time

Dr Vanessa Ogden discussed the importance of SACRES considering how to continue the work that ASCs have previously done in terms of developing materials to support the work of the programmes of study. Government is keen to ensure the work of SACRES supporting local teachers continues.

A focus on SACRES

SACRES are really important and will have continuing role. The only legislative change recommended will be around the Agreed Syllabus Conference. Dr Vanessa Ogden talked about the role of SACRES including the role of producing resources, supporting access to speakers and places of worship, monitoring and quality assurance of RE, giving advice on the right of withdrawal and collective worship which is separate and not in the purview of this piece of work.

Dr Vanessa Ogden has also spoken to Department of Communities and is speaking to the minister for community cohesion next week at No10. This is specifically around the role of SACREs and the strengthening of their role in regards to community cohesion. SACREs are seen as a ready-made resource around community cohesion that government nationally and locally is not utilising well enough presently. Dr Vanessa Ogden explained that there is agreement that this needs specifying as important and made visible as important. For example, particularly around advice to local government when matters of critical community significance happen so that communities stand side by side. Dr Vanessa Ogden and others (e.g NASACRE exec) are planning work to specify the importance of work of SACRES in this space and are trying to get funding to SACREs ring-fenced.

There is a Phase 2 of the work needed that Dr Vanessa Ogden will write in to her report

Some trusts and organisations willing to support financially. This phase would include bringing together the different parts of the sector that have begun through this process. This includes the work of RE Hubs which Dr Ogden sees as a conduit that could be used by government to support and highlight high quality RE.