



Meeting of the Surrey SACRE



Wednesday 21st September 2022

This meeting was held remotely.

The minutes were constructed from a recording of the session by Rachel Boxer as the meeting was without a clerk.

Apologies from: Shaun Burns; Inderjeet Singh Rehncy (*part-way through the meeting*);

Present:

Rachel Boxer (Primary RE Consultant & Adviser to the SACRE) (RB), also acting Clerk
Liz Bowes (LB) (Chair)

Group A:

Sarah Harris (SH) (Vice Chair)
Jennie Johnson (JJ) (Chair Group A)
Peter Ward (PW)
Allan Taylor (AT)
Simon Mortimore (SM) (*partial attendance*)
Kawther Hashmi (KH)

Group B:

Jane Whittington (JW) (Chair Group B)
Rev Sarah Hutton (SH)

Group C:

Rashida Nasir (RN)
Gemma Papworth (GP)
Saadia Nawaz (SN)
(teachers arrived 15.30, at end of school day)

Group D:

Jordan Beech (JB) *arrived 15.30*
Buddhi Weerasinghe (BW) *off-screen*
Kay Hammond (co-opted, former Chairman) (KH)

Item		Actions
1.	<p>Welcome LB chaired the meeting and welcomed all.</p>	
2.	<p>In attendance There have been a number of resignations from SACRE which may impact on the ASC processes: Ian Cornish (URC, Group A); Eva Robinson (Buddhist, Group A); Mariam L'Grindi (Group C); Rachel Barton (London Diocese, Group B); Kate Woodhouse, SACRE clerk. These will be reported at the next full SACRE meeting and replacements sourced. The issue of appointing a new clerk is ongoing. It is hoped that this will be resolved before the November meeting</p>	
3.	<p>Issues for SACRE's attention that may impact on ASC decisions Paper 3.2 & PW Paper (extra)</p> <ul style="list-style-type: none"> Impact of Government White Paper & Schools' Bill for SACREs & syllabus content: the full impact of this is as yet unknown, especially as the Schools' Bill has not yet been finalised in Parliament, but the landscape for schools is changing and the reality that Academy Trusts will soon become responsible for all curriculum matters, including the decision to use (or not) a locally agreed syllabus. See PW paper (extra) for more details. Members were also reminded of the recommendations in the CoRE (Commission on Religious Education) report The Way Forward including the National Statement of Entitlement in relation to the changing landscape. This has been revised in a further draft non-statutory handbook for curriculum designers, (The Worldviews Project Draft Handbook, circulated with papers for June meeting) RB spoke about the impact of this agenda, which is not yet law, but is seen to be the direction of travel for RE in a landscape where locally agreed syllabuses may become superfluous <p>RB made the following comments by way of local context:</p> <ul style="list-style-type: none"> Things have already moved on considerably from the landscape of the last syllabus revision, and are changing rapidly No survey returns from any secondary school Needs of secondary are different from primary, although, in terms of teacher recruitment, we are already seeing RE being taught by non-specialists, with the support from the RE HoD (if there is one) being vital. There is a national recruitment emergency for RE teachers, with many posts still vacant from the previous academic year. Most secondaries are academies, so don't have to use the syllabus anyway. Different schools have already made curriculum decisions to suit their local or MAT context, so won't use a syllabus that doesn't suit them or help them. 	<p>Members can revisit these documents ahead of future meetings using links</p>

	<ul style="list-style-type: none"> Schools want access to content that will help prepare pupils for GCSE and they already have their own ideas about what that looks like. 	
4.	Contract updates Contract extension now in place, funding until 31.8.24 At next full SACRE meeting, we will need to convene a development planning sub-committee and make decisions as to locations for meetings this year	
5.	Date of Next Meetings: <p style="text-align: center;"> Wednesday 16th November & ASC, 3-5pm Weds 8th March 2023 3-5pm & ASC, 3-5pm Weds 21st June 2023, 3-5pm </p>	Locations to be decided at next full meeting
The SACRE then entered the Agreed Syllabus Conference (ASC) agenda		

Agreed Syllabus Conference September 21 st 2022		
1.	Matters Arising from Previous ASC Sessions None addressed in this meeting	
2.	Syllabus Review Timeline: <ul style="list-style-type: none"> RB reported on progress with the secondary writing teams, which took place in June & July, and highlighted the challenges that were exposed by the academies agenda, and the reality that 3 members of the writing teams had not been able to fully engage with writing due to ill health or school situations. The time-line continues to be pushed back by about a term's progress. <i>[We had made allowances for this, so there is still time!]</i> Decisions still need to be made by SACRE about what is statutory content for the syllabus. This varies across the country, but Surrey has a 'style' from previous syllabi, which provides much more detail and advice than might be the case in other LAs. SACRE need to agree the statutory content, which is then adopted by SCC. RB shared a screenshot of Norfolk's statutory content for Christianity, which looked very sparse compared to ours! RB commented that there are tensions between what's statutory v. non-statutory – if we tie content too much into what's statutory, the syllabus may become impossible for schools to use and make it difficult to update in the future A date for adoption by SCC at a full cabinet meeting needs still to be set, not before the end of the Spring term, but probably more likely June 2023, in line with what would be 'normal' for an Agreed Syllabus Review 	CT to notify of cabinet meeting dates
3.	Secondary syllabus revisions – feedback from the working group ASC Paper 3 There were 4 members of the writing team. GP was unable to attend and take a lead on steering the group with RB, so another experienced HoD (Lorraine Abbott, Priory School) had agreed to step in at the last minute. It became clear in the sessions that each represented school was in a very different place with their curriculum design, resulting in some challenging conversations and considerable difficulty agreeing on content. The team had produced a very draft overview as a starting point, on which members were invited to comment. This was a first attempt to scope what the Golden Threads of 'God', 'Community' and 'Identity' through theological, sociological & philosophical lenses might look like at KS3. Comments from SACRE: <ul style="list-style-type: none"> GP supports 7 secondary schools & 33 Primary schools in her MAT, many of whom do not have specialist RE teachers. This presents a significant challenge for classroom practice, with a complex subject like RE being handled by non-specialist teachers who don't want to get it wrong & often won't have the skills to handle the content in a deep way, which had previously been much more of a Primary issue. In her contact across her MAT, she has found that both students and teachers want to study themes in RE in order to engage students, and prepare for the challenges of GCSE, which require a different approach than in the past. SH whilst themes are probably the way forward, we need to ensure themes are appropriate to each religion and not reflecting the perceptions of people who are creating them. PW: what expectations should we have for KS4 in relation to GCSE? This needs to be considered, as we may have to scope content for KS4 within the syllabus, to make clear that RE is still statutory for all pupils. Good RE is needed to encourage recruitment to GCSE RS as option subject, perhaps have KS3 content that attractively leads into the GCSE RS content - recognising where pupils will be coming from after Primary KS1/2 GP There is also a need to specify options for students not doing GCSE, with realistic material & clear time allocations to assist with timetabling & ensure schools are meeting legal (& Ofsted) requirements. CT from experience across several LA ASCs, schools need specific time allocations & realistic materials to help them deliver statutory RE, with support for non-specialists. GP importance of spiral curriculum for building learning over time 	

	<ul style="list-style-type: none"> • JW It would be brilliant if SACRE members could create resources to support the units, for example interviews about the themes • LB this approach better helps prepare pupils for life in the world today <p>Some concerns were raised about the level of challenge of the content in the draft overview, especially when handled by teachers who lacked confidence and knowledge. RB also shared an individual school's curriculum overview, written by one of the secondary writing team as a response to Paper ASC3</p>	<p>RB to convene writing team to work on next draft, more themes-focused</p>
4.	<p>Primary updates ASC Papers 4.1 EYFS Overview, 4.2 KSI 4.3 LKS2 & 4.4: UKS2 RB reported on the progress made with the Primary phase. 4 sessions for RE subject leaders took place during the summer term, with 143 booked on and a further 14 this term for a repeat session. It is also available to schools as a recorded PowerPoint. All feedback so far had been overwhelmingly positive. A small number of schools are trialling the units that were included for SACRE's comments. There are still some units to complete.</p>	
5.	<p>Primary content Papers 5.1 EYFS units 5.2 KSI units 5.3 LKS2 units 5.4 UKS2 units RB reminded members of the approaches that had been taken towards the curriculum revisions, especially in relation to the thematic units, which draw learning together across a school year. Members can view this in a summary paper showing the PowerPoint slides, circulated with these minutes.</p> <p>As well as the overviews, 11 draft units of work were available to view & discuss. Most of these will be support materials for Primary non-specialists: whilst these are certainly more comprehensive than is needed</p> <p>Breakout room discussions took place in committee groups, with the following points of feedback:</p> <p>Group A: Overviews should be statutory, and within the units, 'sticky knowledge' & the purpose. Group A also felt it was important to define 'expected outcomes', (although maybe termed differently – planned / desired?) It was also felt that having the option for schools to plan learning for themselves was important, and that it was important not to limit opportunities for children to engage with local expressions of religion and belief</p> <p>Group B: importance of high quality input, ensuring that the golden threads (disciplinary lenses) don't get lost in the abundance of content in the support materials.</p> <p>Group C: Approached from the perspective of the classroom and units that SS is currently trialling, and supporting teachers in her school at ground level. Teachers felt that it was important to have some way in the statutory elements, the importance of the lenses approach and ensuring that classroom RE is balanced. Having started to use the units, a massive need that can be met is if SACRE can help is to provide teachers with short videos (3-4 minutes) about some of the 'lived experiences' questions in the units. SACRE agreed that they would help with this through members on Groups A&B</p> <p>Group D: very positive endorsement of the materials; as LA CC members, they will ensure that the process works properly. Timeline is important, CT will ensure syllabus gets on cabinet agenda for April, or June at latest.</p> <p>Further comments after the breakout room feedback:</p> <ul style="list-style-type: none"> • PW Not sure if Christianity anywhere mentions 'sacrament' - I think it should be included; GP Sacrament is big part of the GCSE Christianity course so should feature in Key Stages before • LB Endorsed materials as being an excellent model; clear direction from the SACRE at this meeting about reflecting themes in the Secondary curriculum and that it's possible to see how curriculum builds over time, answering the Ofsted call for schools to be able to articulate 'Why here, why now?' This needs to be built into the syllabus narrative • SH Themes work well as it gives non specialists hooks and confidence. Works across curriculum too. • JW EYFS teachers love the EYFS materials; Donna Harwood Duffey who provides the EYFS expertise in Surrey has also endorsed the approaches to teaching & learning in RE for children in early years • JJ more time might be needed to look at more materials going forwards so that members have had time to absorb and reflect before meetings take place & also that as an individual not involved with education, teachers viewpoints need to be heard • RB also reminded members that whilst specifying a lot that is statutory in the syllabus might ensure tight expectations, it also might mean that the syllabus is too prescriptive for them to use, but would take all these comments back to the writing groups. • SH from point of view of how other SACREs operate, we do a really good job communicating honestly and openly with each other. 	<p>SACRE members to do some 'homework' with current materials Statutory content discussions will continue in Nov meeting</p> <p>Future materials will be circulated further ahead of meetings!</p>
<p>The ASC meeting closed at 5pm</p>		