



**Halton Standing Advisory Council on
Religious Education (SACRE)**

Annual Report

September 2019 – August 2020

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N.B. % SCHOOLS REFERS TO % SCHOOLS THAT RESPONDED TO THE 2019-2020 ANNUAL RETURN. 48% RESPONDED (51% Primary, 62 % Secondary and 0 % Special schools)

ALL 63 Halton Schools are requested to complete the annual return in order to capture a full and comprehensive picture of Religious Education across all Halton school. The low percentage return for 2019/20 does mean that the figures are not always reflecting an accurate picture of RE across Halton LA. Several questions from previous years were removed from the annual return for 2019/2020 in light of the partial closure of schools and lockdown in the spring and summer terms as a result of the COVID - 19 pandemic.

1. Standards and quality of RE provision

Overview

Introduction	
Please give a brief overview of RE in your local authority, highlighting strengths and achievements, and noting any perceived weaknesses and development needs.	<p>Ofsted inspection reports and monitoring by SACRE through the RE Annual Return suggest that the quality of RE and Collective Worship in Halton schools is always at least satisfactory and usually good or better. The current 2019/2020 Annual Return gives a positive picture in primary and secondary schools.</p> <p>Specialist teaching at KS4; 2015/16 - 37% 2016/17 - 13% 2017/18 - 35% 2018/19 – 39% 2019/20 – 38%</p>

Key area 1a: Compliance and time allocation for RE

Question	
To what extent is RE provision in schools compliant with the agreed syllabus requirements, and its recommendations in terms of time allocation?	<p>Of the 30 responding schools 87% follow an appropriate syllabus and all allocate at least the minimum recommended RE entitlement time across KS1 – 2, whilst the secondary returns record;</p> <p>2019/20 100% KS3 40% KS4 2018/19 70% KS3 50% KS4 2017/18 100% KS3 86% KS4 2016/17 100% KS3 100% KS4 2015/16 100% KS4 83% KS4</p> <p>See Appendix 1</p>

Where applicable, please itemise any formal complaints about RE in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.	No complaints received
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Key area 1b: Public examination entries in RE

Question	
Please give a brief prose analysis of all public examination entries in RE for your LA (full and short course GCSE, AS level and A level), if possible analysed by gender. Please add tables in an appendix.	There were no public examinations in 2019 – 2020 due to the COVID - 19 Pandemic. See Appendix 1.

Key area 1c: Standards and achievement

Question	
Please give a brief prose analysis of standards in RE in each of key stages 1, 2 and 3.	Overarching standards identified in key area 1d.
Please give a brief prose analysis of standards achieved in public examinations in RE. Please add tables in appendix.	There were no public examinations in 2019 – 2020 due to the COVID - 19 Pandemic. See Appendix 1.

Key area 1d: Quality of teaching

Question	
Please give a prose analysis of any significant teaching quality issues relating to RE within the range of statutory provision (foundation stage, key stages 1–4, post-16, special schools).	82% of Halton schools (incl. academies, free school and PRU) are good or outstanding 100% of nursery provision is good or outstanding 88% of primaries are good or outstanding 56% of secondary's are good or outstanding 100% of special schools are good or outstanding

Annual return grades for the following				
(1 – Outstanding, 2 – Good, 3 – Satisfactory, 4 – Inadequate)				
Quality of RE curriculum provision	1 = 17% 23% 26% 30%	2 = 72% 64% 57% 68%	3 = 10% 12% 15% 2%	4 = 0% 2% 2% 0%
Quality of teaching and learning in RE	1 = 10% 23% 19% 27%	2 = 66% 65% 64% 66%	3 = 24% 12% 15% 7%	4 = 0% 0% 2% 0%
Standards of attainment and achievement	1 = 10% 25% 21% 23%	2 = 80% 60% 60% 66%	3 = 14% 15% 19% 11%	4 = 0% 0% 0% 0%
Quality of collective worship	1 = 17% 26% 28% 32%	2 = 62% 60% 57% 66%	3 = 21% 14% 15% 2%	4 = 0% 0% 0% 0%
Overall Effectiveness of RE and Collective worship	1= 14% 21% 26% 26%	2= 66% 65% 62% 70%	3= 21% 12% 13% 4%	4= 0% 2% 0% 0%
1. Figures in blue are 2016/17 for comparison 2. Figures in green are for 2017/18 for comparison 3. Figures in black are 2018/2109 4. Figures in purple are 2019/2020				

<p>Please summarise any available material that gives an insight into the quality of RE teaching as experienced and evaluated by pupils.</p>	<p>Our annual return reminded schools of their statutory duty with regard to parental right to withdraw or partially withdraw pupil(s) from collective worship and/or Religious Education. Schools were asked to submit the number of withdrawals from RE and/or collective worship in the past year, with reasons, if given.</p> <p>2019/20 9 from Collective Worship 2018/19 14 from Collective Worship 2017/18 11 from Collective Worship 2016/17 13 from Collective Worship</p> <p>2019/20 7 from RE 2018/19 11 from RE</p>
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	<p>2017/18 4 from RE 2106/17 9 from RE</p> <p>See Appendices 3 - 5</p> <p>From January 2016 Halton schools that use the locally agreed syllabus have had access to the Lancashire Agreed syllabus and the associated teaching resources. Halton adopted this syllabus from September 2016 – 2021. The Lancashire Agreed Syllabus was updated from September 2020 with regard to EYFS provision. Teachers have had access to bespoke conferences and training delivered by Lancashire LA/SACRE in support of the Lancashire Agreed Syllabus. This was supplemented from March 2020 by remote CPD during the partial closure of schools due to the COVID - 19 pandemic.</p>
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Key area 1e: Quality of leadership and management

Question	
<p>Please describe and evaluate the main RE leadership and management issues in schools, post-16 institutions and special schools, highlighting strengths and noting any recurrent weaknesses.</p>	<p>100% schools have an RE co-ordinator.</p> <p>100% of schools regularly monitor, review and evaluate RE provision compared with 94% in 2018/19, 98% in 2017/18, 100% in 2016/17 and 94% in 2015/16).</p> <p>93% of schools have provision for a daily act of worship in line with statutory requirements compared with 92% in 2018/19, 100% in 2017/18 and 98% in 2016/2017 and 97% in 2015/16.</p>

Key area 1f: Teacher recruitment and retention, level of specialist provision

Question	
<p>Please describe and evaluate the level of specialist RE provision in primary schools, secondary schools, post-16 institutions and special schools.</p>	<p>In secondary schools in 2019/20, four out of the five respondents recorded 0% and one respondent 33%, (2018/2019 25%, 22% in 2017/18, 25% in 2016/17, 24% in</p>

	<p>2014/2015 and 2015/16) of teaching of RE at KS3 is undertaken by RE specialists, and, three out of the five respondents in 2019/20 reported 0%, one respondent reported 100% and one reported 25% (30% in 2018/19, 19% in 2017/18, 13% in 2016/17, 37% in 2015/16 and 69% in 2014/2015) at KS4.</p> <p>At KS4 students studied RE in two of the five responding schools. One pupil in Y11 in one school and 6% in Y10 and 11% in the other school.</p> <p>See Appendix 1.</p>
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Key area 1g: Resources

Question	
<p>Please describe and evaluate the level of budgeting and ICT access for RE in primary schools, secondary schools, post-16 institutions and special schools.</p>	<p>84% schools allocate a budget for RE. (84% in 2018/19, 84% in 2017/18, 2016/17, 2015/2016 and 2014/2015).</p> <p>The level of provision for ICT access is variable throughout the borough; RE has good access to these facilities where provided. The variability was demonstrable when many pupils and students had to engage with remote learning from home during spring and summer 2020.</p>

2. Managing the SACRE and partnership with the LA and other key stakeholders

Key area 2a: SACRE meetings

Question	
On what dates has the SACRE met in the last year, and at what venue(s)?	SACRE met on 15 th January 2020. The autumn 2019 meeting was cancelled and the summer 2020 meeting was cancelled due to COVID - 19
Please comment on patterns of attendance of SACRE members in committees 1, 2, 3 and 4, indicating any problems that may have arisen concerning maintaining a quorum.	At the meeting held on 15 th January 2020 there were 7 attendees.

Key area 2b: Membership and training

Question	
What range of faith groups and worldviews is represented on the SACRE as a whole, including co-optees?	<p>Halton SACRE is aware of the need for the group to be multi-cultural and have agreed to broaden their representation to include other faith groups and world views. The target of having a co-opted member from a non-Christian faith continues to be a challenge. Approaches are being made to relevant associations in the region. These vacancies are shown in appendix 2.</p> <p>(From Sept 2019 a revised constitution supports recruitment of new members to SACRE). Recruitment was put on hold due to the COVID – 19 pandemic.</p> <p>See Appendix 2.</p>

<p>What training/induction is offered both to new members and to the SACRE as a whole?</p>	<p>All members are encouraged to attend relevant conferences and national AGMs and local CPD and network meetings.</p> <p>New members are supplied with relevant background reading on their appointment.</p> <p>In usual circumstances, opportunities are planned for members to meet informally with neighbouring SACREs.</p> <p>CPD and training in 2019 – 2020 was severely restricted due to the COVID - 19 pandemic</p>
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Key area 2c: SACRE development

Question	
<p>What initiatives has your SACRE undertaken in the last year (such as any publications, festival calendars, contact databases, online forums/support, website activity, student events)? Please describe and evaluate briefly. You may wish to include copies of publications, by email or posted as an appendix.</p>	<p>None in 2019 - 2020</p>
<p>Does your SACRE have a development action plan? If so, please attach it as an appendix.</p>	<p>There is no current development plan. Halton SACRE develop actions allied to the adoption of the Lancashire Agreed Syllabus from Sept 2016 to support teachers of RE and pupils across schools. The other main key action is the recruitment of additional members to the groups.</p> <p>See Appendix 2.</p>
<p>Has your SACRE issued any other advice on teaching approaches, resources, speakers or other relevant matters?</p>	<p>Halton SACRE issued information to all schools on useful resources to support remote learning, online conferences, online CPD and publications during 2019/20 whilst schools experienced partial closure during the spring and summer term. Also circulated were updates from NW AREAIC, NATRE and NASACRE</p>

<p>Does your SACRE have any ongoing relationship with local providers of initial teacher education and CPD, including training for NQTs? If so, what does this relationship consist of?</p>	<p>Through 2019 – 2020 the SACRE continue to work closely with the LA NQT co-ordinator to ensure effective induction for any RE NQTs (There are strong links to two local schools direct, teaching school led consortia). NQTs are equally welcome to attend the aforementioned RE network meetings and conference in usual circumstances.</p> <p>A Lecturer in RE (ITT) at Edge Hill University is Vice Chair of Halton SACRE.</p>
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Key area 2d: Financial support

Question	
<p>Please describe and comment on the level and nature of finance offered to the SACRE by the LA, for the training of its members, for supporting RE and collective worship, and for implementation of its action plan.</p>	<p>There is no specific budget however SACRE have access to LA core funding and to date most but not all requests for funding have been met (including attendance at conferences).</p> <p>CSSB funding of approximately £13K allocated to local authorities for SACRE has been calculated as the underlying expenditure of Halton LA on the functioning of SACRE.</p>

Key area 2e: Information and advice

Question	
<p>Does your SACRE receive helpful and timely information and advice from the LA and from schools on the quality of RE and collective worship? Please describe the main methods by which this information and advice reaches your SACRE.</p>	<p>A LA Schools and Settings Improvement Officer (SSIO) reports on the quality of RE and Collective Worship from Ofsted reports where specified and an annual return is sent to all schools to gather evidence allied to RE teaching and learning, provision and collective worship. It seeks additional information each year, e.g. In 2019/2020, provision for RE as part of the remote learning offer provided by schools during the national lockdown and partial closure of schools in spring/summer 2020.</p>

	<p>See Appendix 1.</p> <p>The LA SSIO supports the agenda of each meeting with RE/Collective worship updates and advice as well as wider school improvement advice relevant to the quality of RE in schools.</p>
<p>What professional advice on RE and collective worship is available to your SACRE (such as adviser, consultant, mailings, online access)? If possible, please give approximate number of days.</p>	<p>Halton SACRE is supported and advised by a LA officer and clerk. The officer and clerk attend all meetings.</p> <p>SACRE has benefitted from the input from external consultancy in support of planning and advice to schools, as well as preparation for middle leaders for inspection under the 2019 EIF. This also comes through SSIO attendance at AREIAC and NNW SACRE hub.</p> <p>Approximate time spent on preparation, research, disseminating information and meetings is half a day per week for both the officer and clerk.</p>
<p>Are there any issues that your SACRE has referred to its LA for consideration and/or action (such as grade data, resourcing)? If so, please specify, and describe the response/outcome.</p>	<p>Ways to continue to encourage all schools to engage with the annual return. The LA now identifies a specific question for schools to answer in greater depth each year to gain a fuller picture of key strengths and areas for development. E.g. Quality of remote learning in RE during partial closure of schools in spring and summer 2020.</p> <p>See Appendix 1.</p>
<p>Has your SACRE given advice to LAs on any matters? If so, please broadly describe the advice and specify the SACRE's reason for offering advice.</p>	<p>Nothing to report.</p>

Key area 2f: Partnerships with other key stakeholders

Question	
<p>Has your SACRE undertaken, commissioned or sponsored any training activities for teachers, TAs, governors or the public, such</p>	<p>Training for RE teachers organised in the 2019 – 2020 period has been through an autumn 2019 network</p>

<p>as annual lectures, conferences, workshops, inset, student days, visits to places of worship or visits to higher education? If so, please describe and evaluate briefly.</p>	<p>meeting (Joint with Warrington LA) and a spring/summer term list of resources and online materials relating to teaching and learning, assessment in RE, and sharing specific teaching and learning resources supporting home learning.</p> <p>Governing boards have received updates on their responsibilities via the LA Strategic Director's briefings.</p>
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3. The effectiveness of the local agreed syllabus

Key area 3a: Review of the agreed syllabus

Question	
<p>Please specify, with a year, your SACRE's present stage in the cycle of implementing, monitoring, reviewing, writing/revising, launching or training in the agreed syllabus.</p>	<p>The ASC on 01 March 2016 agreed to adopt the new Lancashire Agreed Syllabus (LAS) for September 2016 – 2021.</p> <p>RE teachers have had access to specific training allied to the use of the LAS across key stages through a conference delivered by Lancashire LA and SACRE and online CPD opportunities during the spring and summer term 2020.</p>

Key area 3b: Using the non-statutory national framework

Question	
<p>To what extent, and in what ways, is account being taken of the non-statutory national framework for RE, and also of the RE section of the new secondary curriculum? What impact is this having on RE locally?</p>	<p>The LAS takes full account of other additional guidance.</p> <p>The LAS is having clear impact on RE locally by supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It allows wider networking and sharing of resources with colleagues in a neighbouring LA. Feedback from Halton teachers and Headteachers is very positive.</p>

Key area 3c: Developing the revised agreed syllabus

Question	
<p>Please describe how your SACRE normally reviews its agreed syllabus and in what respects it aspires to improve on the present version.</p>	<p>The agreed syllabus is reviewed and agreed by the agreed syllabus conference, stakeholders and with full regard to all national guidelines every five years.</p> <p>The LAS takes full account of other additional guidance.</p> <p>The LAS is having clear impact on RE locally by more effectively supporting teachers in planning and delivering a high quality, well resourced, enquiry led approach to learning in RE. It will also allow wider and more effective networking and sharing of resources with colleagues in a neighbouring LA.</p> <p>See Appendices 3 and 4.</p>

Key area 3d: Consultation/launch/implementation of the agreed syllabus

Question	
<p>Please describe how your SACRE publicises, supports and exemplifies the agreed syllabus for RE.</p>	<p>All key documents relating to SACRE and RE teaching and learning and collective worship are held on 'perspectivelite' an online tool accessed by all schools in Halton.</p> <p>Relevant schools have full access to the Lancashire Agreed Syllabus and its full range of resources.</p>

Key area 3e: Additional guidance/monitoring and evaluation of the agreed syllabus

Question	
<p>How has your SACRE worked with schools to monitor the quality of RE and to monitor the use of the agreed syllabus and/or framework? (You may wish to include data on the number and scope of primary and secondary schools contacted.)</p>	<p>All Halton schools (primary, secondary, academies, free school, special schools and pupil referral unit) are sent an annual return, for completion by December. The deadline was extended to 29/01/21 due to an initial poor response, in part due to a further partial closure</p>

	<p>of schools and a national lockdown in the autumn term 2020 due to COVID - 19. This gives information on the agreed syllabus followed, monitoring of the provision of RE and the school's self-evaluation of RE (and collective worship).</p>
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4. Collective worship

Key area 4a: Practice and provision for collective worship

Question	
<p>How has your SACRE worked with schools to support the provision of high quality collective worship? (You may wish to include data on the number and scope of schools contacted.)</p>	<p>All Halton schools (primary, secondary, academies, free school and special schools and pupil referral units) are sent an annual return for completion. This gives information on the provision of collective worship including the school's self-evaluation. All schools are also issued with detailed guidance to support effective collective worship from Halton SACRE.</p> <p>See Appendices 3 - 5</p>

Key area 4b: Monitoring the provision of collective worship

Question	
<p>Please offer a brief prose analysis of the main recurrent strengths and weaknesses of collective worship in primary, secondary and special schools.</p>	<p>Collective worship in primary schools is regarded as a strength in the borough (partly due to the high proportion of faith schools). In the last 6+ years, no school has been found by Ofsted to be failing to fulfil its statutory obligation in collective worship. 93% of schools make provision for a daily act of worship in line with statutory requirements, compared with 92% in 2018/29 and 100% in 2017/18.</p> <p>Schools regularly review and evaluate collective worship:</p> <p>2019/20 83%</p> <p>2018/19 79%</p> <p>2017/18 90%</p> <p>2016/17 96%</p> <p>2015/16 88%</p> <p>2014/15 85%</p> <p>All schools and academies have been provided with guidance, advice and support materials and</p>

	advice on providing high quality collective worship.
<p>Please give an overview, where applicable, of applications for determinations in collective worship in the past year. Please specify:</p> <ul style="list-style-type: none"> • the number of applications • how many were new applications, and how many were renewals • approximately how many pupils were affected in each case • the SACRE's decision in each case, and a brief reason. 	No determinations
<p>Please itemise, where applicable, any complaints about collective worship in the past year, with a very brief description of the nature of the complaint and the SACRE's decision.</p>	No formal complaints have been made to SACRE.

5. Contribution of the SACRE to the SMSC agenda

Key area 5a: representative nature of the SACRE

Question	
Please offer a brief prose comment on the extent to which your SACRE reflects the religious and ethnic diversity of the local/regional community.	Membership reflects the religions and ethnic This needs strengthening further. In 2019/20 there was no Group C representation. See Appendix 2.
Please outline what steps your SACRE takes to be proactive in ensuring that its membership reflects this diversity.	Invitations for observers from other faiths have been distributed with the local and wider community including faith groups across the Liverpool City Region and beyond.

Key area 5b: Knowledge and understanding of the local religious, cultural and ethnic minority

Question	
Please offer a brief prose comment on the channels of communication between your SACRE and constituent faith, cultural and other groups (such as faith forums, committees, interest groups, campaigns, charities).	Email communication by the Clerk to Halton SACRE and the LA Officer to the SACRE.

Key area 5c: Understanding the intrinsic contribution which RE can make to social, racial and religious harmony and to SMSC

Question	
<p>Please describe the ways in which your SACRE is engaging with and monitoring the contribution of RE to social, racial and religious harmony and to community cohesion in your area.</p>	<p>During 2019/20 the LA provided support and guidance to develop effective SMSC provision in schools, including the statutory Relationships and Health Education and RSHE in primary and secondary schools respectively, Resources are available to ensure teachers have a secure understanding of fundamental British values and effective practice at a variety of scales and through a range of learning opportunities and engagement with people from a range of communities and the Prevent duty and how the five duties are embedded within the curriculum.</p> <p>Updates have been given at Headteacher meetings, a recent governor's conference (November 2019) and subsequent Chair of Governors briefing by the Strategic Director.</p>

Key area 5d: Links to local authority initiatives promoting diversity

Question	
<p>In what ways is your SACRE taking account of and engaging with local authority initiatives promoting diversity?</p>	<p>As above.</p> <p>Joint working with neighbouring LA's</p>

Summary

Question	
<p>What good practice and distinctive features in your SACRE could be shared with the RE community locally, regionally, nationally or internationally?</p>	<p>Halton SACRE fulfils its statutory obligations. Standards in RE are rarely an issue in Halton – generally the quality of RE is good.</p> <p>Strategies and approaches to remote learning in RE that have proved to be successful, including subsequent catch up curricula to cover lost learning during partial closure of schools in spring and summer 2020</p>
<p>How would you describe the sense of community that exists in the ethos of your SACRE? What events, celebrations or forms of communication best exemplify this?</p>	<p>Further lines of communication to include joint 'informal' meetings with neighbouring SACRE. Joint networking as previously described enrich the subject discussions between teachers and establish strong links between schools to improve the teaching, learning and assessment of RE.</p>
<p>If the DfE were to consider changing its advice on RE and collective worship, what comments would your SACRE have concerning the future of RE and the future of collective worship?</p>	<p>Translate into policy and practice the 'Commission on Religious Education's final report, religion and Worldviews: The Way Forward' and 'A New Settlement revised: Religion and Belief in Schools'.</p>
<p>Are there any other points about RE, collective worship or SMSCD (spiritual, moral, social and cultural development) that your SACRE would like to express (such as national innovations)?</p>	<p>We would stress the power of collective worship to give children opportunities and experiences they may not get in other ways, to encourage each child to value their uniqueness, feel valued, understand equality and diversity and be given the opportunity for reflection amongst a busy school life.</p> <p>In Halton all schools understand the importance of the school's ethos in promoting SMSC and RSHE.</p>

APPENDIX 1 Feedback from schools regarding the remote learning offer for RE during the spring and summer terms 2020.

- Lessons were pre – recorded or narrated and shared with students who then submitted work to the teacher.
- Remote learning carried out via SEESAW. Children were set tasks by the class teacher then assessed using SEESAW. Schools also used Tapestry as part of the home learning offer.
- Staff sent out weekly tasks to parents via See-Saw (Year 1-6) and Tapestry (Reception), which included some RE research tasks around the half-termly topic and activities related to the topic. Staff challenged the children to complete learning and post work back to them for marking
- Timetables for each week were set on the school website for children to access. The focus was literacy, maths and topic. Some RE work was set within topic. Hard copies of the work were available for parents to collect from school.
- A weekly topic approach was adopted. RE themes included; Celebrations, All about me, and Food.
- EYFS and KS1 provided with links and online resources for a range of festivals. KS2 used Oak Academy lessons and assemblies.
- All curriculum learning was placed online for children to access at home with the support of their parents. Staff followed the RE long term plan and used the Lancashire syllabus and learning was provided weekly.
- Children are taught the same objectives that they would be taught in school. Lessons follow long-term and medium-term plans. RE sessions are taught as live lessons with group discussions and independent tasks. Some lessons may be adapted to suit remote learning.
- Children who have needed remote learning provision have received 2 day or 10 day packs of appropriate work to complete linked to current learning in the classroom.
- Google Meet sessions offered during the summer term.
- All GCSE lessons were live lessons with a subject specialist.
- RE lead planned accessible activities for non-specialist teachers to upload to Google Classroom for RE at intervals.
- Personal Development curriculum, of which RE is included, had not been rolled out in the summer term 2020. Personal Development is now taking place online with lessons and resources adapted to remote learning accordingly. This will be the case for the RE units if still working remotely when taught.
- Our remote learning offer during the summer term of 2019/20 consisted of printed RE lesson resources, work linked to our half-termly Christian Values and ad-hoc tasks as part of printed work packs. Due to limitations with remote teaching and access to devices, whole school worship was not possible though children and classes were encouraged to share in worship individually or together where they could.
- Children received Home learning packs which were provided by Liverpool Archdiocese and linked to our Come and See Religious Education Programme. Class teachers offered support with this remotely by responding to any questions or requests made by parents on the Class Dojos messaging facility. We also delivered Easter themed packs to each home for all of our pupils
- The remote learning offer reflected the planning set for the summer term. A “Home Learning Pack” for each “Come and See” RE topic was provided by Liverpool Archdiocese Christian Education Department (CED) for each year

group along with notes for Parents/Carers for further explanation where appropriate. The packs included the relevant stories, scripture and activities. Planning overviews for parents/carers gave further guidance for working through the resources for each RE topic.

- RE Home Learning Packs were posted on the RE section of the school website. Parent/carers were also provided with copies via email.
- Children were provided with work from the summer modules they would have completed in school. The children were provided with paper packs.
- During the summer term the children were offered the same curriculum as they would be offered in class. We altered it slightly to suit home learning by providing PowerPoints and tasks to cover at home. These were accompanied by help sheets for parents where necessary and advice from the archdiocesan team.
- No RE was taught during the Summer Term. Some classes used their PSHE to cover Christian values.
- Lessons were taught as per the COVID-19 catch-up curriculum. Y7 focussed on Judaism and Y8 and Y9 focussed on Islam. In the primary phase, pupils focussed on an enquiry curriculum that they could access at home with resource support.
- RE lessons followed the chosen scheme and lessons were produced and set on our SEESAW provision. Learning was marked and feedback was given by teachers. We provided one weekly lesson of RE and one weekly lesson of PSHE. All lessons were planned to last for 1 hour. British Values lessons were also set throughout the term.
- Students have accessed a full timetable of live remote lessons, so curriculum coverage has not been significantly affected. SMSC provision through discrete activities and form time/assemblies has been maintained as far as possible.
- To be perfectly honest, during the first Lockdown, the teaching of R.E was patchy! There was a bigger emphasis on Literacy/Numeracy and PHSE.

RE Time allocation and KS4 entries in the Secondary phase 2019 - 2020.

Ormiston Bolingbroke Academy - 91% GCSE 9 – 4 in 2019/20. Y7 – 9 have 1 hour a week RE, Y10 and Y11 GCSE cohorts have 2 hours a week.

Ormiston Chadwick Academy - 100% (1 student) GCSE 9 – 4 in 2019/20. Y7 – 10 have 50 minutes a week RE. Y11 has 45 minutes a week.

The Grange All Through School - No students entered in 2019/2020. Y7 and Y8 receive 2 hours a week, Y9 1 hour a week and in Y10 and Y11 RE is delivered through SMSC and Personal development taught lessons.

Wade Deacon High School - No students entered for GCSE in 2019/2020 (Y7 – Y11 receive 1 hour a fortnight RE).

Sandymoor Ormiston Academy - No students entered in 2019/20. Y7 – 10 have 1 hour a week RE. Y11 do not have RE time.

APPENDIX 2 SACRE Membership 2019 - 2020

Group A Christian Denominations and Other Religions and Denominations, which reflect in the opinion of the Authority, the principal religious traditions in the area. (2 Catholic, 1 Methodist representatives)

Diocese of Shrewsbury

Mrs Margaret Morgan

Liverpool Archdiocesan Schools Commission

Miss Jackie Coughlan

Methodist Districts of Liverpool and Chester

Mrs Anne Maxfield Weston Point Community Primary School

Buddhist

Mr Tony Collacott, (Trustee) Buddhist, Wat Phra Singh UK Temple, Runcorn

Mae Chii Shirley-Anne Hadley Buddhist Nun, Wat Phra Singh UK Temple, Runcorn

Hindu

1 x vacancy

Muslim

1 x vacancy

Sikh

1 x vacancy

Judaism

1 vacancy

Group B The Church of England (3 representatives)

Chester Diocese

Ms Stephanie Moss St Mary's C.E. Primary, Runcorn

1 Vacancy

Liverpool Diocese

Reverend Linda Riley-Dawkin St Michael's, Ditton

Mr Paul Smalley (**Vice – Chair**)

Group C Teachers' Associations (1 Head Teacher representative – all phases and 2 x 1st Tier Teacher representatives)

NAHT

1 Vacancy

NASUWT

2 x vacancies (1 primary, 1 secondary)

NEU

2 x vacancies (1 primary, 1 secondary)

ASCL

1 x vacancy

Group D The Local Authority

Cllr Mark Dennett Children & Young People Policy and Performance Board
Chair

Cllr Ged Philbin Portfolio for Children, Young People and Families

Cllr Tom McInerney

2 X LA Governor vacancies

Co-opted Members (N.B. can be affiliated to a group but have no voting rights)

APPENDIX 3 Feedback on the depth and impact of the RE Curriculum

- The RE curriculum in school builds up an understanding of different religions over time. It is designed to develop and grow pupils' knowledge by revisiting topics each year to develop a deeper and richer understanding. RE is also cross curricular and adds depth to art, history, geography and literacy topic. Students enjoy learning about other World religions and studying controversial issues. Excellent provision for spiritual and cultural development. A distinctive Christian ethos permeates the whole curriculum.
- The curriculum supports and enhances our ethos of Think for yourselves and care for others. It supports our emphasis on developing lifelong thinkers and learners.
- The children have more opportunities to use critical thinking and debating skills within RE lessons but also then have become more able to apply these to different subject areas. The curriculum has been adaptable enough to fit into our school's creative curriculum and provide relevant learning opportunities for all children. As the syllabus is investigative, the children have enjoyed opportunities to lead their learning.
- Helps to unify particularly during the current challenges in life.
- Reinforces the values of tolerance, respect, individual liberty etc.
- Opens the world up to our children.
- Helps children to celebrate diversity in the world we live.
- Helps to supports appreciation and awe.
- RE lessons provide the children with information about other world faiths that can be present in their own country. The lessons provide a platform for openness and respect. A safe place to ask questions about faith and about how other people follow a different faith from themselves. The lessons develop questioning techniques, which in turn develops answering techniques and the understanding that sometimes there isn't a right or wrong answer just many opinions; all of which need to be thought about and respected.
- By enhancing the RE curriculum to become in line with the other foundation subjects, it has raised the profile of Re within the school curriculum. By using hot and cold tasks with each topic, it provides a key focus with clear On-track indicators – ensuring that the children gain a breadth of knowledge, skills and understanding through the investigative approach – so maintaining the individuality of RE within the curriculum.
- The impact of RE can be seen across the school, as pupils are demonstrating greater understanding of thoughts, feelings and beliefs – and points of discussion are evident within RE lessons and in Collective Worship sessions.
- We believe our curriculum will produce pupils who are religiously literate, helping them to hold balanced and well-informed conversations about religion and belief, these skills can be applied to many other curriculum subjects and children's personal skills, which in turn will broaden their life opportunities.
- RE has a significant impact on our school's richness of the curriculum as it allows children to learn about and be exposed to cultures, religions and different ways of life that they wouldn't typically encounter. RE promotes tolerance and understanding of different beliefs and that it is important to be respectful even if someone has a different belief to you.
- Children study R.E. from Nursery up to Year 6. We teach Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism so they have a rounded view of religions. When risk assessments allow it, we visit places of worship such as Churches, Mosques, Buddhist Temples and a Synagogue as well have having visits from Hindu dancers, Buddhist monks and members of the Islamic and Judaism faiths. Our children have a respect and tolerance for different faiths and enjoy learning more about different religions.

- RE has been a regular staple within the curriculum. It always has a take-up for GCSE and A-level, with the A-level remaining steady with numbers and the GCSE rising with numbers. All students in KS3 have the opportunity to study the world religions that appear in their local area and nearest city. Cross-curricular links happen across the Humanities subjects to ensure that connection points are taught and shared in similar ways, i.e. Judaism in RE and the Jewish understanding of the Holocaust, or religion in the news and Globalisation in Geography. At times throughout the year, certain festivals are celebrated in assembly or form time to build awareness of it.
- Our school is situated within an area with low levels of religious diversity, which does not reflect the contemporary context of our nation or the world. Therefore, it is deemed important to educate our students on different religions, their beliefs and customs in order to prepare them for life in modern Britain and the world. Prior to this year and the introduction of the Personal Development programme, RE was a minor provision as part of form time activities. Whereas, with the inclusion within the new PD curriculum of full length RE lessons, our students are now offered a more in depth study of world religions.
- It enables students to effectively engage with and communicate about the world around them. It also contributes effectively to the wider school curriculum as it links with our school values and British Values which we promote through the daily life of our school. Our Curriculum is structured to provide knowledge and skills development, with application of these to the children's lives within and beyond school. Our Curriculum provides a wide range of child-centred activities to ensure the learning is enjoyable for pupils in all areas including SMSC, Personal Development, British Values and Critical thinking.
- Contributes to development of key ideals such tolerance, respects and understanding. It has supported increased levels of awareness regarding different cultures and practices/beliefs of different faiths within school. It continues to support and enhance our relationship with the Syrian resettlement programme.
- Our Christian Values are explicit in all teaching across our curriculum and staff use concepts and ideas taught through RE to support learning in all subjects. Values are linked to all areas of the curriculum and awe and wonder is part of everyday learning, for example through science and knowledge and understanding of the world. Empathy and diversity/equality taught through RE allows pupils to develop a different perspective which means they are able to interact with the curriculum at a deeper level, using this understanding to question and explore ideas, concepts etc. Lastly, we seek to draw links and comparisons between different areas of the curriculum and ensure we are developing not only an understanding of chronology within History lessons, but drawing that across the curriculum to develop pupils' Biblical chronological understanding.
- The Catholic ethos underpins everything we do. The ethos starts with the staff living our Gospel Values and by example. This is demonstrated when speaking to and working with children and each other, every day. Collective worship is an integral part of school life and is led by or involves all staff in school,
- The starting point for all planning and experiences for all subjects is the Come and See RE curriculum and the school has an annual SMSC calendar which identifies world days, faith days and national themed days such as Black History and Anti Bullying. The SMSC calendar aligns with the Come and See topic to ensure they work alongside one another and reinforce the messages. The school diary is planned around these experiences which in turn filters to each class teacher who plans relevant activities to ensure they are prioritized.
- RE has equal weighting with the other core subjects when it comes to planning, assessing and reporting to parents. Ten per cent of curriculum time is always dedicated to RE. Children have regular opportunities to interpret and understand

gospel stories at an appropriate level. This supports SEN, LA and EAL children to show their understanding in a different way. Come and See is also closely aligned with the PSHE (RSHE) curriculum and matches with Catholic teachings and beliefs.

- The units and texts we choose to teach, in all subjects, have the Catholic Faith in mind and usually have a moral or social focus to encourage discussion about our responsibilities as Christians. We particularly value the English units about Refugees and the Environment, which are taught every year right across the school. These are units of work that are taught over a number of weeks to ensure that these values are securely embedded and are not just an add on to the curriculum.
- Catholic life is particularly represented through Art and Music. For example in art we regularly work with our resident artist to create display work in the communal areas of school. Most recently, these have included Love and Respect, Our World display and canvasses representing the Parables of Matthew to celebrate the Year of the Word. In music, praising God through singing is a huge part of school life, in particular during Collective Worships. We incorporate art into RE lessons, collective worships and class assemblies where possible and we express messages of love and faith through display work.
- For a number of years school has arranged visits to a local Synagogue to further develop children's understanding of Judaism, as well regular church visits to not only celebrate mass and services, but to also learn about the Church as well as the roles of the people who work in our parish. Members of the clergy are regularly invited into school to take part in class collective worships, masses and celebrations. In addition, representatives from other religions also visit school and have been accessed by all the children during other faith weeks.
- Parental engagement is a main focus for us and prior to Covid 19 restrictions, parents were welcomed into school for a variety of reasons including Ten Ten theatre parental workshop, Lent celebrations, class masses, Nativity plays, class assemblies and sacramental programme introduction. Parent voice is highly valued and is collected regularly throughout the year, alongside other core curriculum areas.
- During school closure, we have continued to support RE at home, which is timetabled for all children across the week so the children still receive their entitlement. Staff are providing PowerPoints covering the Come and See topics as well as collective worships, celebrations and activities, linked to the churches liturgical calendar. We meet with parents termly and have provided online parent consultations where RE progress and achievement is discussed as part of this meeting. Regular newsletters are sent to parents detailing the topics the children are covering in school, as well as suggestions for activities to support this at home. Key dates including significant liturgical events and celebrations in school are also shared as well as prayers and reflections for families to share together.
- The national programme 'Come and See' is delivered, a programme which impacts on all aspects of school life including the depth and richness of the curriculum in its broadest sense, supporting 'cultural capital'. Central to this programme is the exploration of the religious dimensions of questions about life, dignity and purpose within the Catholic tradition. Links are made with pupils' own experiences and with universal experience. Links are also made with the experience of other religions. Activities are creative and engaging and delivered through high quality resources. Cross-curricular links are identified and enriching. The children learn in an atmosphere of trust and mutual respect and are fully affirmed. Children are enabled to be confident, independent, engaged, motivated learners achieving their potential.
- It is the driver of our whole school curriculum. It supports the development of our children as people, that can value each other and our world. Our RE is also based on supporting others and sharing our love. This permeates into every area of school.

- Children make links between their lives and the lives of others. They are able to learn about other religions and communities which is important in our community where there is little diversity.
- They get to challenge stereotypes that they might hear at home or in the community. RE makes secure links with British Values. In our school RE helps children to ask questions, debate, and develop deeper thinking skills. Children celebrate their own values and beliefs. It improves empathy. Strong links with reading and children can pick out teachings or morals.
- Teaching RE allows the pupils to learn about and understand a range of religions and worldviews – developing an empathy for others and their beliefs. They use the skills that they learn in RE, such as high quality questioning, in all areas of the curriculum.
- We believe in a school where the origins to our plans for teaching and learning stem from the 'why' rather than the 'what'. We want to enable students to understand the world around them and the skills that they hold within, so that they can become passionate, fulfilled individuals and pro-active, conscientious citizens of the local and wider community. In order to achieve our goal, we will teach engaging, inspiring lessons that cover a rich and varied curriculum. We know that this will result in happy pupils with a thirst for learning that will see them reach their vast potential in whatever field they intend to pursue.

APPENDIX 4 Feedback on assessing pupil's progress in RE.

- Against age related expectations as set out in the syllabus.
- We have developed dots and ticks sheets in line with the other curriculum areas in our school. The dots highlight the target the children are working on and the tick would show whether they have achieved it or not.
- Class teacher and subject leader observations.
- Monitoring of evidence in RE class book by class teachers and subject leader
- Discussions with pupils.
- Termly Pupil progress meetings includes discussion about RE.
- Using 'I can' statements taken from Focus Educations 'Weaving Knowledge and Skills'.
- We have developed our RE assessment in line with our foundation subjects with the use of 'On-track indicators OTI's) for each topic – which are taken from the objectives in the planning for each topic within the Lancashire Scheme of work. Alongside this, each topic starts with a 'Cold Task' of the knowledge related skills, which are then assessed at the end of the topic with a 'Hot Task'.
- Teacher assessment in lessons, end of Topic quizzes, pupils response to "big questions", end of Key Stage expectations (Lancashire Agreed Syllabus).
- Staff assess the children against each R.E. lesson objective throughout the year. At the end of the year, each class' R.E. assessment file is passed to the R.E. Subject Leader. The assessments are kept and monitored.
- KS4 – Regular formative assessments, i.e. questioning and retrieval practice at the start and end of lessons. Following the Eduqas specification – summative assessments based on the question types relating to their GCSE, i.e. keywords, extended written debate questions, importance of belief.
- KS3 – Regular formative assessments scheduled in – plenaries of lessons used to gauge lesson progress, key word checks throughout the term and retrieval practice at multiple times throughout each unit to develop LTM.
- Summative assessment is a piece of extended writing centred around a debate on the current topic, whereby students must balance and conclude controversial statements.
- No formal assessments take place, however, summary tasks from each RE based Personal Development lesson are completed by students to allow the teacher to assess impact of understanding of content. Students will also complete written evaluations of their experiences from the Culture Week trips, which again will allow staff to assess the value of the experience.
- Our scheme provides an assessment system, descriptors and exemplifications, so teachers can see the expected standard of learning that pupils should attain at the end of each unit of work, each year and each Key Stage. Jigsaw PSHE contains both formative and summative assessment opportunities that support teachers to assess PSHE knowledge, and how these are applied within social and emotional skills development. Discovery RE uses a similar system with assessment aimed at judging pupil knowledge, personal resonance and critical thinking skills within the RE unit being taught. The in-built assessment processes within each scheme allow evidence of impact to be captured and recorded.
- Alongside ongoing formative teacher assessments, we used the formal assessment recommended by the Archdiocese in the Autumn term of 2019 and Spring term 2020. The formal assessments help to inform our judgements before deciding and submitting termly data. We were unable to do this in the Summer term due to the Covid pandemic.
- We assess RE in the exact same way that we assess English and Maths using out internal progress checking system once every term. We also use written

assessments, provided by the archdiocese to help us come to our decisions in RE. These assessments are internally and externally moderated.

- Big book scrutiny on a termly basis, pupil interviews, discussion with staff and using the assessment tool provided by Lancashire syllabus.
- Using Lancashire Agreed Syllabus, KS3 assessment objectives AT1 learning from and AT2 learning about religion, including our own assessment steps that are based on AT 1 & 2. Using key questions understanding and response to the key questions and enquiries in EYFS, KS1 and KS2.
- We have taken the skills and objectives/outcomes from the Lancashire grid for learning and have made assessment statements that are on our online assessment tool – O track. Pupils are assessed at the end of a unit. Progress is monitored by the subject leader.
- A combination of formative and summative assessment gives staff information as to the knowledge and understand of key content and allows for planning to be adapted as necessary. Assessment data is collected centrally twice per year in KS3 as it is in other core subjects.

APPENDIX 5 Feedback on pupil's perceptions of RE.

- Feedback/information: During pupil voice monitoring – the majority of pupils report that they enjoy RE lessons.
- Feedback/information: Conversations with pupils before lockdown demonstrated an enjoyment for RE lessons and curiosity about different cultures.
- Feedback/information: no pupil surveys carried out in 2019/20, however observation of lessons would indicate there still remains a mixture of emotions in regards to RE. Some children are enthused by the subject and enjoy the fact that they can investigate a key question in a way that suits their learning styles; however, others do not enjoy the subject as much. Most children seem to respond well to stories in the subject and enjoy listening to tales from other religions.
- Staff questionnaire showed staff feel confident teaching RE. Pupils report they like the class discussions and recording in a class book.
- Pupils typically enjoy RE lessons and particularly when this is delivered through different curriculum areas such as Art, DT, ICT, Drama and Music. They particularly enjoyed the tasks planned during Inter Faith Week – where each class focused on an aspect of the religion that they had either missed during the Summer Term or had only covered in a brief way. Learning was focussed through stories, Art, Music and ICT.
- From the last pupil voice majority of children do enjoy RE learning about religious traditions. Children remembered lessons where artefacts were used or there were cross curricular links e.g. Art/D&T making Diwali lamps and stained glass windows.
- Previous pupils surveys show children in all year groups can talk about what they have learnt and children show respect for other people and their beliefs. Children in Key Stage 2 made particular reference to lessons in Year 2 that covered Hinduism.
- Children have said that they enjoy the trips linked to R.E.
- During RE leads QA process of RE lessons, students were open to sharing their opinions on RE. The majority of pupils were happy to study RE and learn about other religions, but most enjoyed the more philosophical and ethical topics than the religious ones. A number of students in each class did admit to finding it boring and not wanting to do it, as they 'do not believe in it'. During departmental student voice, the pupils taking the survey admitted to enjoying the lessons, especially those that allowed debate and discussion over difficult topics. Some of the lessons listed were 'ethical dilemmas', 'freedom of speech' and 'What makes a human?' However, a percentage admitted that RE was sometimes a lesson where they sometimes don't put as much effort in as other lessons due to lack of enjoyment or interest in the topic.
- Prior to Covid-19, our Worship Council took an active role within the school and had done work on creating interactive prayer stations within the classrooms. This is something they are keen to get back involved with and see how we can replicate these prayer space activities within our remote learning. Pupils report enjoying learning about Bible stories and thinking of how these are like situations we find ourselves in now too. They report that enjoy worship, especially singing, something they are missing at the moment with the current restrictions.
- Our pupil voice is scheduled for Spring 2021 but previous surveys have shown that children enjoy their RE lessons, particularly when they are linked with other areas of the curriculum for example Music, Art and Drama. They enjoy working in a variety of ways – independently and collaboratively. They are becoming more confident in making links with scripture, in KS2 particularly, by having these in their class books. They are proud of their work and happy to share it with visitors to school and their parents, on a regular basis.
- Discussions with pupils about their perceptions of RE are integral to ongoing monitoring by the RE co-ordinator and Headteacher including timetabled discussion with the children as part of lesson observations. The class teacher and TA note any significant feedback.

- At the end of each topic staff evaluate the topic during a staff meeting which will include pupil perceptions and response to that particular RE topic. The children complete annual questionnaires either written or verbal. In November 2019 the Year 2 Pupils also completed a pupil survey as part of our RE Inspection. 98% of pupils agree or strongly agree that they enjoy and value RE lessons.
- 'Pupils show a deep respect for themselves and others as made in the image and likeness of God. The behaviour of pupils is exemplary.' (Ofsted 2019).
- (2019) inspection report stated: 'Pupils truly appreciate, value and actively participate in the Catholic Life at (the school). They know, own and live out their Mission Statement, 'Growing through God, we learn, laugh and love' every day.'
- Pupils show strong Christian values in their actions and reflect the humour, kindness and compassion of your leadership. (Ofsted 3/18)Feedback from the children is always very positive. Children enjoy RE and comment on the variety of activities they are offered.
- Our children enjoy the varied ways that RE is taught, that they can express themselves in different ways. They have favourite songs of praise and like having visitors to school to lead worship. They value the close relationship our vicar has with school.
- Pupils from the school council were interviewed on both their RE lessons and assemblies. They said they enjoyed learning about new religions and also enjoyed the different approaches their teachers used to teach them about different religions through Art, music, storytelling. They also fed back that they enjoyed the assemblies and especially the stories linked to assemblies.
- Students understand the importance of religion in respect of culture, society and impact on them even if they see themselves as atheist.
- Children enjoy school. This is found through questionnaires sent home and during 'drop in' sessions with the RE leader. Children enjoy assemblies. Work in books is always of a high standard showing that children have pride in their work because they are enjoying their learning.
- Formative assessment activities provide information on students' misconceptions. Student voice activities will take place during the Summer Term. Book looks have taken place in line with Quality Assurance processes in English.
- Verbal feedback from children is very favourable. They find R.E interesting and relish the opportunity to reflect on their own views and discuss them.