

SACRE Development Plan: Post meeting re - draft

2020 – 2022

Introduction: There are many issues that face the modern world, often with a moral and ethical element. Religion continues to play a significant role in many people’s lives, whilst for some religion does not. There continues to be a misconception that ‘RE’ is about the teaching of the doctrines attached to religions, rather than a more philosophical academic approach that aims, rather, to discuss the abstract nature of faith, belief and the wider moral and ethical issues that face a modern world. The value placed by schools on RE varies greatly reflected perhaps in low engagement levels by individual schools with the various working groups, seminars, networks and other opportunities to engage. It is therefore vital, that this engagement is increased so that schools value the many benefits to their pupils’ development that a rich and well planned RE curriculum can deliver.

Considering the available resources, balanced with the tasks required to deliver on these three strategic aims; the committee has determined that the plan offers an achievable scope for its work over the next two years. It may well be that during the course of delivering on the aims of the plan, cross curricular linking opportunities will be explored and noted. It is anticipated that the richness of opportunity for cross curricular links for this subject will form a strategic aim for the next development plan; work over the next two years will inform this work.

It should also be noted that this plan focuses on RE as a discrete subject in its own right; the academic skills at the fore front of thought hence no reference to ‘Collective Worship’ as this SACRE wishes to draw a clear distinction between these two elements.

This SACRE has also had in depth discussions regarding how outcomes are measured. Public exam results for both GCSE and A – Level as well the number of pupils opting to take this subject post 16 are the obvious data sources but it was strongly felt that data at 16 and 18 does not measure outcomes effectively enough: the impact on the younger child notable by its absence. It is anticipated the introduction of the new inspection frame work for OFSTED there will be explicit references to the teaching of RE; this may go some way to address this.

Overall aim: To have a development plan that supports schools to place a greater priority on the delivery of an effective RE syllabus for the enrichment of young people, making an integral contribution to producing well rounded individuals who can engage with the world around them in a meaningful way.

<u>Strategy</u>	<u>Task</u>	<u>Group</u>	<u>Date</u>	<u>Progress</u>
Management of SACRE & partnership with LA	<u>Scheme</u> The LA and SACRE are mutually dependent upon each other and ensure statutory requirements are met. <u>Analysis</u>	SACRE members	Autumn 2020 (TBC)	

	<ol style="list-style-type: none"> 1. All four committees are represented fully from the local community consistently attending the meetings 2. Produce annual report & follow up 3. Constitution, development plan Engagement plan			
Incorporation of Commission on RE Report recommendations into the work of SACRE	Form a view on the following: <ol style="list-style-type: none"> 1) Name 2) National entitlement 3) Impact of the broader OFSTED framework 4) Parental / guardian right to withdraw children from RE Share view formally with the commission	SACRE	By Autumn 2020	Production of recommendations to be sent to NASACRE
Raise the profile of RE within schools in Rutland	1a) <u>Monitoring</u> : Survey to identify what, when and how RE is currently taught to include the teachers' view and the view of the pupils. 1b) <u>Evaluating</u> : to determine what 'good' is	Head Teachers' Forum / RE network / teacher representatives on SACRE	1a) Summer 2020 1b) Autumn 2020 2) 2021	<ul style="list-style-type: none"> - Monitoring to include noting patterns of attendance at various of the network meetings (specifically by non – denominational schools) and SACRE - On – going reviews so more specific dates can be set and to include cross – curricular considerations as is appropriate

	<p>and to develop a consensus of what 'good' looks like in practice.</p> <p>2)Ensure full schools involvement and belief in the value of the subject by sharing best practice, access to training (including insight into choosing a curriculum that best suits our schools and delivers / on – line teaching resources)</p>			
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Future work:

- Cross curricular links
- Measuring outcomes across the key stages