

Notice of KEY Executive Decision

Subject Heading:	Adoption of new Religious Education (R.E.) Syllabus
Decision Maker:	Trevor Cook – Assistant Director for Education Services
Cabinet Member:	Councillor Oscar Ford – Cabinet Member for Children’s Services
SLT Lead:	Robert South – Director of Children’s Services
Report Author and contact details:	Susan Sutton, Head of Education Quality & Effectiveness susan.sutton@havering.gov.uk
Policy context:	<p>Each LA is required to have an Agreed Syllabus for R.E..</p> <p>Havering and Redbridge have a shared syllabus which is taught in all maintained primary schools and many academies across both boroughs.</p> <p>The current syllabus was endorsed by the council in 2015. The syllabus has been updated. Agreement is needed to endorse the refreshed syllabus.</p>
Financial summary:	There is no financial implication as there will be a joint launch event with Redbridge which will be paid for by delegate attendance.
Reason decision is Key	Significant effect on two or more Wards
Date notice given of intended decision:	10 th June 2021.

Key Executive Decision

Relevant OSC:	People OSSC
Is it an urgent decision?	No.
Is this decision exempt from being called-in?	No.

The subject matter of this report deals with the following Council Objectives

Communities making Havering	<input checked="" type="checkbox"/>
Places making Havering	<input type="checkbox"/>
Opportunities making Havering	<input type="checkbox"/>
Connections making Havering	<input type="checkbox"/>

Part A – Report seeking decision

DETAIL OF THE DECISION REQUESTED AND RECOMMENDED ACTION

The decision requested is that

- the Council agree to adopt the refreshed Locally Agreed R.E. Syllabus for maintained primary schools as per the consultation with teachers and the recommendation of our Standing Advisory Council on Religious Education (SACRE) currently and as required by statute.

AUTHORITY UNDER WHICH DECISION IS MADE

Havering Council Constitution states;

3.5.3 ASSISTANT DIRECTOR OF EDUCATION SERVICES LEA

To exercise all the powers and duties of the Council acting as Local Education Authority as they relate to the general matters listed in the functions below –

[...]

(r) To act on matters relating to curriculum, including - (i) giving advice (ii) taking such action as is necessary to ensure that the curriculum within each maintained school (including religious education) complies with legislative requirements and is effectively delivered.

STATEMENT OF THE REASONS FOR THE DECISION

Each Local Authority is required to have an Agreed Syllabus for R.E.. Havering and Redbridge have worked together to develop a shared syllabus which is taught in all maintained schools and many academies across both boroughs.

The current syllabus was agreed by the council in 2015:

<https://democracy.havering.gov.uk/ieDecisionDetails.aspx?Id=1625>

According to legislation, the syllabus needs to be reconsidered within 5 years of being agreed: <https://www.legislation.gov.uk/ukpga/1996/56/schedule/31>

Havering SACRE began the process of review in collaboration with the Havering School Improvement Service (HSIS) R.E. lead, with a consultation sent to schools in 2019. The results of this were considered at the SACRE meeting on May 16th 2019 and SACRE continued discussions and investigation throughout 2019 and most of 2020.

At its meeting on 14th July 2020, SACRE agreed to ask for funding then work to be completed over 2 financial years rather than 1.

Key Executive Decision

In 2021 the HSIS R.E. Advisor (R.E. Today) was commissioned by HSIS (for Havering) and Redbridge to make the agreed changes and additions to the syllabus. This mainly focused on greater exemplification of some units for teachers and additional guidance regarding making assessments in R.E. as required under the new Ofsted Education Framework.

In December 2020, SACRE unanimously agreed the Agreed Syllabus Conference's (ASC's) two proposals:

A) That Havering SACRE's Agreed Syllabus Conference resolves to continue to recommend the current Agreed Syllabus for Religious Education to Havering subject to amendments limited to date-specific material as follows:

- Dates on the front cover changed to 2022-2027
- Forewords to be replaced by text authored by current post-holders
- Page 11, point 9 "Work to create a coherent long-term plan to begin in September 2016." To be updated to reflect the fact that this is a continuing syllabus
- Page 11, point 12 "Use September 2015–July 2016 to implement the syllabus gradually"– as above
- Page 15: Change dates in the sentence: The Redbridge and Havering Agreed Syllabus 2015-2020 fulfils the legal requirements set out above, and has its roots in the Non statutory National Curriculum for Religious Education (2013).

B) The Agreed Syllabus Conference further resolves to recommend to the local authority that the partnership with Redbridge SACRE be continued and that the suite of resources supporting the syllabus be extended.

Costs to be spread over two financial years from the CSSB fund and shared on a one-third Havering to two-thirds Redbridge ratio. The aim is to recoup a proportion of the costs by charging schools to attend the launch conference and receive the resources. School unable to attend would be able to purchase the resources after the event. The following work to be commissioned from R.E. Today Services.

1. The planning documents to be developed into full units
2. An appendix on sequencing their long-term planning to be added to the guidance
3. An appendix on assessment to be added to the guidance
4. A launch conference be planned

They will effectively keep the syllabus itself almost exactly the same, which provides continuity for schools and pupils whilst allowing for the initially proposed additions to be made.

SACRE recommended these to the Local Authority.

Units to be developed from 1 page plans into full unit plans:

- 1.1 What do Christians do at Easter and why is it important to them?
- 1.2 Who influences our lives?
- 1.6 What festivals do different religions celebrate?
- 2.1 Why is Jesus important to Christians?
- 2.2 Who should inspire us?

Key Executive Decision

- 2.5 Why do religious people celebrate?
- 2.11 What do different people believe about God?
- 2.13 Why is prayer important for religious believers?
- 2.15 Why do people make vows and commitments to one another?

Medium length plans to be developed into full unit plans:

- 1.3 How do the stories of Jesus inspire Christians today?
- 1.5 In what ways are a church and mosque important to believers?
- 2.4 Where, how and why do people worship?
- 2.6 How and why do believers show their commitments during the journey of life?
- 2.7 What matters most to Humanists and Christians?
- 2.12 Why are sources of wisdom important to religious people?
- 2.16 What will make our city/town a more respectful place?
- 2.17 Justice and poverty: can religions help to build a fair world?

Full unit plan to be updated:

- 2.14 What do religions say to us when life gets hard

Timeline for developing the new resources:

Date	Writing	Consultation with teachers
Autumn term 2021	9 full units of work, appendix on sequencing for progression	
Spring term 2022	9 full units of work, appendix on assessment, resource lists	9 units of work written in the Autumn term and appendix on sequencing for progression
Summer term 2022		9 units of work written in the Spring term and appendix on assessment, resource lists
Launch: Autumn term 2022		

The additional resources are designed to help teachers implement the syllabus effectively. Currently, very little planning is provided for some units and there is limited information on how to assess when using this syllabus. Additionally, due to the new Ofsted Education Inspection Framework, there is an increased emphasis on sequencing and progression which was not present when the syllabus was first created in 2015, so it will be helpful to provide teachers with more information here.

Whilst the syllabus itself is statutory, supporting documents such as appendices and unit plans are not statutory, therefore although it is good practice to present these documents to SACRE and take comments of members onboard, the documents themselves do not have to be formally agreed by SACRE or a Standing Committee.

Key Executive Decision

OTHER OPTIONS CONSIDERED AND REJECTED

There are no other options to consider, since the provision of the Agreed R.E. Syllabus is a statutory requirement.

PRE-DECISION CONSULTATION

As required by statute, Havering Education Officers entered into a consultation with teachers and leaders in schools and the item was discussed by the SACRE committee.

NAME AND JOB TITLE OF STAFF MEMBER ADVISING THE DECISION-MAKER

Name: Susan Sutton

Designation: Head of Education Quality and Effectiveness

Signature: *Susan Sutton*

Date:15/07/2022

Part B - Assessment of implications and risks

LEGAL IMPLICATIONS AND RISKS

The revision and refresh of the syllabus is a statutory requirement set out in schedule 31 to the Education Act 1996. The Council is required to convene the conference of relevant stakeholders to undertake the review and adoption of the relevant syllabus within the 5 year period. If the conference unanimously agrees the amendments to the syllabus the Authority may give effect to these.

There are therefore no apparent legal implications in adopting the amended RE syllabus.

FINANCIAL IMPLICATIONS AND RISKS

The total cost of the review was £21,975, out of which Havering has paid £7,334 for the work from its statutory core budget in 2020/21. There will be an opportunity to recoup some of this funding through charging for attendance at a launch event in October 2022.

There are therefore no financial implications.

HUMAN RESOURCES IMPLICATIONS AND RISKS (AND ACCOMMODATION IMPLICATIONS WHERE RELEVANT)

There are no human resources or accommodation implications or risks.

EQUALITIES AND SOCIAL INCLUSION IMPLICATIONS AND RISKS

There are no equalities and social inclusion implications or risks. The revised R.E. syllabus has gone before the SACRE committee to gain approval before being recommended for adoption. The committee has representation from all interested parties and therefore an EqIA would not be required.

Key Executive Decision

HEALTH AND WELLBEING IMPLICATIONS AND RISKS

There are no direct health and wellbeing implications or risks relating to the proposed decision. However, there will be a positive impact on the access to and quality of education opportunities as children will benefit from a refreshed R.E. syllabus and learning resources.

ENVIRONMENTAL AND CLIMATE CHANGE IMPLICATIONS AND RISKS

There are no environmental and climate change implications and risks.

BACKGROUND PAPERS

APPENDICIES

None.

Key Executive Decision

Part C – Record of decision

I have made this executive decision in accordance with authority delegated to me by the Leader of the Council and in compliance with the requirements of the Constitution.

Decision

Proposal agreed

Delete as applicable

Proposal NOT agreed because

Details of decision maker

Signed

Name: Trevor Cook

Cabinet Portfolio held:

CMT Member title: AD, Education Services

Head of Service title

Other manager title:

Date:

Lodging this notice

The signed decision notice must be delivered to Democratic Services, in the Town Hall.

For use by Committee Administration

This notice was lodged with me on _____

Signed _____