

Date of issue: Friday 10th November 2023

MEETING	AGREED SYLLABUS CONFERENCE
	Committee 1 – Christian Denominations and Other Faiths Sue Elbrow and Ashpreet Singh Nainu
	Committee 2 – Church of England Christine Isles
	Committee 3 – Teachers (Representing Primary, Secondary & Special Schools) Primary Andrew Ramsey
	Committee 4 – Representatives of the LEA Councillors Instone and Mohindra
DATE AND TIME:	MONDAY, 20TH NOVEMBER, 2023 AT 4.30 PM
VENUE:	MEETING ROOM 2, SECOND FLOOR, THE CURVE, WILLIAM STREET, SLOUGH, SL1 1XY
DEMOCRATIC SERVICES OFFICER: (for all enquiries)	NADIA WILLIAMS 07749 709 961

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



STEPHEN BROWN
Chief Executive

AGENDA

PART 1

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>
1.	Appointment of Chair	
2.	Apologies for absence	
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5.	Syllabus Proposals for Comments	7 - 14

Press and Public

Attendance and accessibility: You are welcome to attend this meeting, which is open to the press and public, as an observer. You will however be asked to leave before any items in the Part II agenda are considered.

The law allows members of the public to take photographs, film, audio-record or tweet the proceedings at public meetings. Anyone proposing to do so is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non-hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

Agreed Syllabus Conference – Meeting held on Wednesday, 27th June, 2018.

Present:-

Committee 1 – Christian Denominations and Other Faiths

Ashpreet Singh Nainu (Chair for this meeting), Waqar Bhatti and Sue Elbrow

Committee 2 – Church of England

Rev Andrew Allen

Committee 3 – Representatives of Teacher Associations

Lynda Bussley and Linda Lewis

Committee 4 – Representatives of the Local Authority

Councillors Bains, Bedi, Brooker and Smith

Apologies for Absence:- Julie Siddiqi, Hardip Singh Sohal, Zubayr Abbas-Bowkan, Andrea Sparrow and Christine Isles

CHAIR OF THE MEETING

The Agreed Syllabus Conference appointed Ashpreet Singh Nainu as chair for this meeting.

9. Minutes of the last Meeting held on 7th March 2018

Resolved – That the minutes of the meeting held on 7 March 2018 be approved as a correct record.

10. Approval of the Pan-Berkshire Religious Education Agreed Syllabus 2018-2023

The Agreed Syllabus Conference welcomed the revised Pan-Berkshire Agreed Syllabus for Religious Education (RE) 2018-2023 document, and commended the update that had been provided at the SACRE meeting prior to this meeting. The final version of the document which included the Chair's foreword was circulated at the meeting.

In the discussion that followed, the Conference highlighted the requirement for wider range of religions and belief systems to be taught as statutory requirements, including Islam in the Primary Phase and specifying the study of non-religious view, probably Humanism in Key Stage 3.

A query was raised about the presumption that Humanism would be the area of study for non-religious worldview in Key Stage 3. It was acknowledged however, that this would not necessarily be the case, as there was more flexibility in this area and that schools would be free to include additional religions and belief systems as relevant to their community.

Agreed Syllabus Conference - 27.06.18

The Chair proposed that the revised Agreed Syllabus be put to a vote. The Conference Members agreed to approve the syllabus and to recommend to Cabinet that the revised syllabus be formally approved for introduction into Slough's schools from 1 September 2018.

Sue Elbrow abstained from voting due to concern about the presumption that Humanism would be the area of study for non-religious worldview in Key Stage 3, rather than alternative secular view.

The new Syllabus will be formally launched on 12 July 2018 at a joint training day with RE staff from the Borough of Slough.

Resolved:

- a) That the revised Pan-Berkshire Religious Education Agreed Syllabus 2018-2023 be approved
- b) That Cabinet be requested to resolve that the revised Pan-Berkshire Religious Education Agreed Syllabus 2018-2023 be approved and adopted as the Agreed Syllabus for use in Slough Community and Foundation schools for a period of five years from 1 September 2018.

Chair

(Note: The Meeting opened at 5.55 pm and closed at 6.05 pm)

Joint Syllabus Conference (1)

18 July 2023 1600-1730

Advisers present: Anne Andrews, Angela Hill, David Rees

Members present: Karen Butler (RBWM), Madeline Diver (BF), Sue Elbrow (S), Christine Isles (S), Ashpreet Singh (S), David Taylor (WB), Stephen Vegh(W)

Apologies: Mark Laynesmith (R)

1. The NASACRE slides about Agreed Syllabus Conference (ASC) were shared. AA drew attention to the fact that the ASC is responsible only for creating the syllabus, which needs to be agreed by all parties. The ASC is a legal identity, which the LA must fund and support. The SACRE hub (renamed the Joint Syllabus Conference or JSC) does not have any legal status, so all decisions must be passed back to each LA's ASC for approval. Each committee of each ASC must agree the final product before it can be published. The slides in PDF format are attached to the email accompanying these notes.
2. Each SACRE was asked if they had any more feedback on the Agreed Syllabus comparison exercise. Bracknell, Wokingham and Windsor and Maidenhead had submitted returns – the other SACREs had yet to do so. There was a degree of synergy in the responses, with a preference for more detail than the existing syllabus, but not too much prescription. Some SACREs are keener than others to see something radical, so there will need to be a balance sought between evolution and revolution in terms of content and presentation. In some of the responses there was clearly some misunderstanding among SACRE members about the role of an Agreed Syllabus, and so some notes will need to be produced to ensure that SACRE members and teachers know what a syllabus should do, and how that is different to a scheme of work. This is complicated by the fact that more syllabuses are including units of work, which begin to blur the lines.
3. Feedback from the Christian Conversation group was that they were keen to see Christianity covered through the 'Big Story' of the Bible, a bit like it is in Understanding Christianity. Discussion was had about the implications of this, as the model does not transfer well to all the other religious and non-religious tradition to be covered. There was also concern that as many schools have not purchased Understanding Christianity, a resource that does focus on the big story, they would be disadvantaged. A syllabus should not really promote any one resource, though in the non-statutory parts it may suggest or recommend. It was also suggested that the 'big story' idea could be included in a non-statutory part of the syllabus.

4. A date was then set for the next meeting: Monday 16 October at 1600. This is timed to be before most of the autumn term SACRE meetings. This will be an online meeting as usual.
5. The draft syllabus suggestions that AA had written was then presented, with an explanation of the process of creation. It started with the current syllabus, identifying the key themes and concepts which the syllabus covers. Using these concepts and themes, questions have been created for Christianity, and at the moment, generically for the other worldviews to be covered. There is no suggestions that these are the final questions, and the proposal has been made and generally accepted that each worldview should create specific questions for their tradition, ensuring therefore that questions are relevant to the tradition covered. The suggestion has been made to ensure that in each year group there is a focus on one tradition in addition to Christianity, though that does not exclude other traditions and non-religious worldviews from being included, but these would not be the focus. The aim has been to continue to have a measure of choice, while also providing more guidance. Creating a better balance between Abrahamic and Dharmic traditions is also important. So, in KS1 and LKS2 there would be an alternation between Abrahamic and Dharmic traditions, with the aim that alongside Christianity, Judaism, Islam, Hindu Dharma and Sikhi would have been covered. In UKS2, although the alternation would continue, schools could choose which traditions they revisited. At this point also Humanism should be introduced. There is the option to include some thematic units if the JSC and ASCs agree. These have not yet been drafted. KS3 would focus on Buddhism and Humanism, with the option to cover Islam or the religion proposed for KS4, giving flexibility around a 3-year or 2-yr KS3. The ASCs will need to decide if they wish to promote a 2-year KS3, which Ofsted does not recommend but which many schools nevertheless implement. The ASCs will also need to decide what to do about KS4 Core (non-GCSE) and KS5 (non-A-Level). The current minimal proposal is for a wider range of Dharmic faiths to be covered in Y10 and more work on Abrahamic tradition in Y11. This could also be done through thematic units, which allow a wide range of diverse traditions to be covered, along with some big moral and ethical considerations. The draft questions also create a distinction between the disciplinary domains of RE – namely Theology, Philosophy and Human and Social Science. The disciplinary nature of RE was raised by the Ofsted RE Research Review. There are other disciplines that could be considered, but these are the three that Voluntary Controlled CE schools will need to show that they are teaching. As VC schools must follow the LAS and the CE Statement of Entitlement, creating a syllabus that allows them to do both seems wise, as there are many VC schools across the 6 LA's.
6. Generally, the proposals were well received. There is a need to ensure that the questions are appropriate to each faith, so it is suggested that the questions are shared with members of the faith traditions, and they are asked to review, make suggestions etc. There are currently three questions per religion per year group, so

that the curriculum is approximately 50% Christianity (again with the CE VC schools in mind), though additional questions and a split between core and optional could be established.

7. Budget should not be an issue if all hub contributions are up to date.

Action Points:

- AA to produce a short intro to send to members of Groups/Committees A & B
- Hub members to send draft version to all members of ASC for comments and feedback (including their own comments and feedback)
- Responses to be shared by 16 October (before if possible so AA can collate).
- SACREs to check that hub contributions are up to date. (AA to seek confirmation from Diocesan Finance Officer)

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Proposal - for core content. Optional content to be added		Suggested content (very brief – this will need both expanding and refining)
<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y1 – Abrahamic faith (either Judaism or Islam)</p> <p>Y2 – Dharmic faith (either Hindu or Sikhi)</p>	<p>KS1 Christianity:</p> <p>Ch1. What do Christians believe about God and what symbols are used to express these ideas? (Theology)</p> <p>Ch2. What stories are important to Christians and why? (Theology)</p> <p>Ch3. How does belief influence family life for some Christians in modern Britain? (Human and Social Science)</p> <p>Ch4. How and why do Christians pray? (Human and Social Science)</p> <p>Ch5. What questions do Christians ask about how the world began? (Philosophy)</p> <p>Ch6. How do Christians decide what is right and wrong? (Philosophy)</p>	<p>Ch1. God as Father, Son and Holy Spirit; artwork and symbols depicting these ideas – heart, cross, dove, triangle; God as Creator; Refer to some of the psalms (e.g., 8 and 19) for poems about God as creator; God as love, protector. God is depicted in the bible as a shield, a shelter, a tower, a place of refuge. Explore what these mean to Christians. Link to the Real People Real Faith films.</p> <p>Ch2. This is where there could be an initial outline of the big story of the bible for Christians – Creation – Christmas/Incarnation and Easter/Salvation. Create a timeline and put these three events on it. This could extend to the birth of the Church at Pentecost. This will not give an in-depth understanding of any of these stories but give a broad-brush approach. If Ch5 already taught, then focus could be on Christmas and Easter. Link to the Real People Real Faith films</p> <p>Ch3 Routines of prayer, charity, church attendance, giving</p> <p>Ch4. Explore the Lord’s Prayer and the different types of prayer – Praise, thank you, sorry please etc. Establish prayer as talking to God. Interview Christians about how and why they pray, learning to ask good questions.</p> <p>Ch5. Read and enjoy the Biblical creations story but focus on the questions that it makes people want to ask. Don’t try to find answers to all these questions; allow pupils to realise that some questions do not have answers.</p> <p>Ch6. Find out about the 10 commandments and the rules that Jesus set out – love your neighbour and explore some of the stories Jesus told that suggest the ways Christians might behave. Introduce the idea of asking leaders or elders for advice as well as thinking for themselves.</p>

	<p>KS1 and LKS2 Core questions for Judaism, Islam, Hindu Dharma, and Sikhi:</p> <p>WV1 What do believe about God and what symbols, artefacts or stories are used to express these ideas? (Theology)</p> <p>WV2 How do beliefs affect the way ... live in modern Britain? (Human and Social Science)</p> <p>WV3 What do ... believe about where the world came from? (Or how the world began?) (Philosophy)</p> <p>For Judaism focus on Shabbat, artefacts and family life</p> <p>For Islam focus on the oneness of God, daily routine and community</p> <p>For Hindu dharma focus on symbols for God and worship in the home</p> <p>For Sikhi, focus on the oneness of God and stories of service and equality.</p>	<p>WV1 – link to Real People Real Faith Films</p> <p>WV2 - link to Real People Real Faith Films</p>
<p>Proposed worldviews</p> <p>Christianity in every year group</p>	<p>LKS2 Christianity:</p> <p>Ch7 Why is the Bible important for many Christians? (Theology)</p>	<p>Ch7: This could be where the Big Story of the Bible continues.</p> <p>CH8 - link to Real People Real Faith Films</p>

<p>Y3 – Abrahamic – Islam or Judaism</p> <p>(different to Y1) – include non-religious ideas</p> <p>Y4 – Dharmic – Hindu or Sikhi</p> <p>(different to Y2) include non-religious ideas</p> <p>Y 5 – Abrahamic (choice) + Humanism</p> <p>Y6 – Dharmic (choice) + Humanism</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>Ch8 How do Christians express their relationship with God in creative ways? (Theology)</p> <p>Ch9 What are the most important rites of passage in a Christian’s life? (Human and Social Science)</p> <p>Ch10 How do Christian rituals and practices help to build community? (Human and Social Science)</p> <p>Ch11 (What do people gain by following a leader?) Who or what has authority for Christians? (Philosophy)</p> <p>Ch12 How should Christians respond to poverty and injustice? (Philosophy)</p> <p>UKS2 Christianity:</p> <p>Ch13 Why do some Christians interpret ideas differently? (Theology)</p> <p>Ch14 What is the significance of the life, death and resurrection of Jesus? (Theology)</p> <p>Ch15 What does it mean to be a part of the Christian Church worldwide? (Human and Social Science)</p> <p>Ch16 How and why do many Christians try to make the world a better place? (Human and Social Science)</p>	
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	<p>Ch17 What are the most important things in life for some Christians? (Philosophy)</p> <p>Ch18 What do Christians believe about life and death? (Philosophy)</p> <p><i>For LKS2 Core questions see KS1</i></p> <p>UKS2 Core Questions for Abrahamic worldview, dharmic worldview and Humanism.</p> <p>WV4 What are the key teachings of ... and where do they come from? (Theology)</p> <p>WV5 How might ... describe a good life? (Human and Social Science)</p> <p>WV6 What are the most important things for ...? (Philosophy)</p> <p>For Judaism focus on Authority, Torah and Covenant.</p> <p>For Islam focus on Tawhid, Prophethood and Ummah, (including the 5 pillars)</p> <p>For Hindu dharma focus on Dharma or duty, Murtis and samsara and karma.</p> <p>For Sikhi focus on Guru Nanak, Guru Granth Sahib, Equality and Service.</p>	<p>WV5 - link to Real People Real Faith Films – but it is a bit tenuous. Do we want to strengthen this?</p>
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	For Humanism focus on happy human symbol, golden rule, 'Head, Heart and Hands' and evolution.	
<p>Proposed worldviews</p> <p>Christianity in every year group</p> <p>Y7 – Buddhism, Islam or Humanism</p> <p>Y8 – Humanism, Islam or Buddhism</p> <p>(both to be covered order up to school)</p> <p>Y9 – Buddhism, Islam or Humanism or tradition to be covered at GCSE</p> <p>Other worldviews can be introduced as schools wish, but the main progression will be through these traditions.</p>	<p>KS3 Christianity (Select questions for a 2-year KS3)</p> <p>Ch19 What difference does it make for Christians to believe that Jesus is God made man? (Theology)</p> <p>Ch20 What do Christians mean by the Spirit of God being still active in the world today? (Theology)</p> <p>Ch21 How biblical are the concepts of Judgement, Heaven and Hell? (Theology)</p> <p>Ch22 How do Christians live out Jesus' teaching in relation to 'love thy neighbour'? (Human and Social Science)</p> <p>Ch23 What moral and ethical issues are Christians exploring today? (Human and Social Science)</p> <p>Ch24 How has culture and politics influenced Christianity through history? (Human and Social Science)</p> <p>Ch25 How valid are arguments about the existence of God? (Philosophy)</p>	<p>Ch26 - link to Real People Real Faith Films</p> <p>CH27 - link to Real People Real Faith Films</p> <p>WV7 - link to Real People Real Faith Films</p> <p>WV9 - link to Real People Real Faith Films</p>

<p>Possibly give schools a choice of which of the three religions in each year group.</p>	<p>Ch26: In what ways do science and religion interact? (Philosophy)</p> <p>Ch27: Does it matter that the Bible has been translated and interpreted? (Philosophy)</p> <p>KS3 (Y7 & 8) Buddhism and Humanism:</p> <p>WV7 What do ... read to help them understand the world and are these texts open to interpretation? (Theology)</p> <p>WV8 How do ... relate to the problems and challenges of living in society? (Human and Social Science)</p> <p>WV9 What role do science, reason and logic play in the life of a ? (Philosophy)</p> <p>For Buddhism focus on the Buddha, the four noble truths and the eightfold path, meditation and social action.</p> <p>For Humanism focus on theories of knowledge, science, reason, observation, evidence and enquiry, relationship with science, social action, and campaigns.</p>	
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	<p>Y9 Islam (if 3-year KS3)</p> <ul style="list-style-type: none"> • What does it mean for Muslims that God has 99 names? (Theology) • How have Islamic teachings been expressed in different cultures and at different times? (Humans and Social Science) • How well can science and Islamic views coexist comfortably? (Philosophy) 	
<p>Proposed Worldviews (Core RE – not recommended as pupils should be following an accredited course)</p> <p>Christianity in every year group</p> <p>Y10 – Wider traditions – e.g., Baha’i, Zoroastrian, Pagan...</p> <p>Y11 – Abrahamic as appropriate</p>	<p>If we think content is needed here it could be thematic, with a focus on diversity within as well as between religious traditions and worldviews covered.</p>	
<p>Proposed Worldviews</p>		

School choice with a focus on diversity, morality and ethics.		
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