

Public Document Pack

MEETING	AGREED SYLLABUS CONFERENCE
DATE	MONDAY, 8 MARCH, 2010 AT 5.30 PM
VENUE	CONFERENCE ROOM 3 - CIVIC CENTRE
SACRE CLERK	KATE SIMONDS 023 8083 2413 Email: kate.simonds@southampton.gov.uk
MEMBERS	SEE ATTACHED LIST

A G E N D A

1. **WELCOME, APOLOGIES AND CHANGES OF MEMBERSHIP**
2. **STATEMENT FROM THE CHAIR**
3. **DECLARATION OF INTERESTS**

Members are required to declare any personal or prejudicial interest in any item on the agenda.

4. **MINUTES OF THE LAST MEETING INCLUDING MATTERS ARISING**

To approve and sign as a correct record the minutes of the meeting held on 19 October 2009, attached.

5. **REVIEW OF THE AGREED SYLLABUS**

To consider the report of the Secondary Phase Inspector with regard to the issues discussed at, and arising from, the Agreed Syllabus Review meeting held on 19 October 2009, attached.

6. **FEEDBACK AND DISCUSSION ON THE WRITING GROUP**

To consider the reports relating to the writing group, attached.

FRIDAY, 26 FEBRUARY 2010

SOLICITOR TO THE COUNCIL

STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION

MEMBERSHIP

GROUP A

Christian Denominations*

(Religions and other bodies listed in the SACRE Constitution)*

The Roman Catholic Church	Rev David Sillince
The Baptists	Rev David Turner
The Religious Society of Friends (Quakers)	Bridget Goom
The Greek Orthodox Church	Gregory Hadjikyriacou
The Fellowship of Independent Evangelical Churches	Mrs Margaret Blake
The Methodist Church	Ms Gail Ratcliffe
The United Reformed Church	Vacancy
The Assemblies of God	
Peter Howard	
The Salvation Army	Major Ruth Hill

Other Religions (6)

Religions other than Christianity (as listed in the SACRE Constitution) – Baha'i, Buddhism, Judaism, Hinduism, Islam, Sikhism = 6

Baha'i	Jeff Lynn
Buddhist	David Vane
Hindu	Priti Dave
Jewish	Ms Mag Kushner
Muslim	Anas Al-Korj
Sikh	Bharpoor Singh

GROUP B

(Four representatives of the Church of England)

The Church of England

Tony Blackshaw
Rev Canon Geoff Annas
Anne Steele-Arnett
Lilian Weatherley

GROUP C

(Six teachers representing associations recognised by the Authority for the purposes of consultation and negotiation)

National Union of Teachers (NUT)	Jackie Meering
The National Association of Schoolmasters/ Union of Women Teachers (NASUWT)	Mr D Parrott
Voice	Mr R Palmer
The Association of Teachers and Lecturers (ATL)	Julian Bryant
Association of School and College Leaders (ASCL)	Ruth Evans
National Association of Headteachers (NAHT)	Ellen Humphries

GROUP D

(4+substitute) - Four representatives of the Southampton City Council, at least two of whom shall be elected members of the City Council)

Southampton City Council

Councillor Carol Cunio
Councillor Parvin Damani (CHAIR)
Councillor Edward Daunt (VICE-CHAIR)
Councillor Brian Parnell

GROUP D SUBSTITUTE

Mrs. K. Martin

OTHERS (Non-voting)

CO-OPTED MEMBERS

Humanism	Ms. Chris Robinson
Primary School RE Teacher	Anna Adams

OBSERVERS

Central Baptist Church	Rev. David Masters
Representative of Teachers' Subject Network/Aspirant Advanced Skills Teacher (RE)	Sian Roberts

This page is intentionally left blank

Agenda Item 4

AGREED SYLLABUS CONFERENCE

MINUTES OF THE MEETING HELD ON 19 OCTOBER 2009

AT THE CIVIC CENTRE, SOUTHAMPTON CITY COUNCIL

PRESENT:

Group A Members

Bridget Goom

Peter Howard

The Assemblies of God

Rev David Turner

The Baptists

Group B Members

Lilian Weatherley

The Church of England

Group C Members

Jackie Meering

National Union of Teachers (NUT)

David Parrott

National Association of Schoolmasters/Union of Women Teachers (NASUWT)

Julian Bryant

The Association of Teachers and Lecturers (ATL)

Group D Members

Councillor Carol Cunio

Southampton City Council

Councillor Edward Daunt

Southampton City Council

Councillor Brian Parnell

Southampton City Council

OFFICERS IN ATTENDANCE:

Sue Langdon – Secondary Phase Inspector

Southampton City Council

Vicky Pett – Democratic Support Officer

Southampton City Council

1. APOLOGIES

Apologies were received from:-

Group A

Rev David Sillince

David Vane – Buddhist representative

Priti Dave – Hindu representative

Jeff Lynn – Baha’l representative

Ruth Evans – Association of School and College Leavers (ASCL)

Group D

Councillor Damani (Chair)

Group D Substitute

Mrs K Martin

Co-opted Members

Ms Chris Robinson

Sian Roberts

2. APPOINTMENT OF CHAIR

RESOLVED that in the absence of the Chair of the Agreed Syllabus Conference, Councillor Daunt be appointed Chair for this meeting.

COUNCILLOR DAUNT IN THE CHAIR

3. MINUTES OF THE LAST MEETING, INCLUDING MATTERS ARISING

RESOLVED that the minutes of the meeting held on 15 June 2009 be approved and signed as a correct record. (Copy of the minutes circulated with the agenda and appended to the signed minutes).

4. REVIEW OF THE AGREED SYLLABUS

Members considered the report of the Secondary Phase Inspector regarding the issues discussed at, and arising from, the Agreed Syllabus Review meeting held on 2 October 2009.

Members expressed concern that, since Southampton had only been allowed one representative on the Agreed Syllabus writing group, the opportunity for any meaningful input to the process from Southampton SACRE would be limited.

Members felt that the timing of the meetings of the writing group and Southampton SACRE meetings would further exacerbate the problem, as this would not give any opportunity for members either to receive feedback from their representative, or to give their views to her, for consideration at the next stage of the process.

Discussion followed regarding measures that could be explored to ensure that the widest spectrum of views was represented.

RESOLVED that the possibility of an Extraordinary Meeting of SACRE, timed to allow members to contribute effectively at a significant stage in the development of the Agreed Syllabus, be explored.

Agenda Item 6

To consider the reports from Sian Roberts relating to the writing group:-

- **Appendix 1** – October 2009 Writing Group Report for SACRE
- **Appendix 2** – Feedback from October 2010
- **Appendix 3** – January 2010 Writing Group Report for SACRE

This page is intentionally left blank

AGREED SYLLABUS REVIEW – Report for Southampton SACRE

The writing group met on Monday 19th October to revise material in the 'Living Difference' Agreed Syllabus in line with previous concerns raised by practitioners using the syllabus. The following were addressed in Monday's session:

- 1) **The rationale behind the cycle** – it was suggested that this needs to be clearer within the syllabus as many teachers of RE are non-specialists or specialists who have been unable to attend training on using the cycle. There is a clear academic rationale behind the cycle, which is supported by research from C. Erriker and others. 2 AST's worked on this document.
- 2) **Early Years Foundation Stage Framework** – This framework has set guidelines/standards for early years teachers to follow and actually the agreed syllabus can be tied into this, and can help teachers to meet these standards. Two Primary AST's produced a document that outlines these links, to support early year's teachers.
- 3) **The Conceptual Enquiry at different stages:** It had been reported that many teachers found the triangle of progression through the key stages and the concepts, too rigid. The current triangle suggests that Type A concepts, (e.g. good and evil, suffering etc), should be covered in Key Stages 1 & 2, Type B concepts, (e.g. God, worship etc), in Key Stage 3 and that Type C concepts, (religion specific concepts), later in Key Stage 3 or 4. However, this is too rigid, as the GCSE specifications often have key concepts, which are Type A concepts, such as good and evil. I worked with a Hampshire secondary AST to produce a diagram to show that the concepts can be fluid, and simply increase in complexity and sophistication later in the key stages. We also wrote brief guidance on this for each key stage.
- 4) **Key Stage 4:** Historically teachers have tended to use the cycle less at KS4, due to syllabuses not lending themselves to conceptual enquiry and a lack of time when the pressure is on transmitting content and achieving results. The newer RE syllabuses are suited to conceptual enquiry. We looked at updating the KS4 pages of the syllabus, which are currently very brief, with examples of the cycle using concepts that are common to KS4 syllabus.

Summary:

A lot was achieved on this first writing day. The group still has a number of issues to address for example:

- **Assessment in the Syllabus**
- **AFL**
- **PLTS, SEAL, TASC and other national strategies.**

There are two more writing days to come.

This page is intentionally left blank

AGREE SYLLABUS CONFERENCE – WRITING GROUP FEEDBACK COMMENTS/QUESTIONS	
OCTOBER (Sian's report sent round 10 Nov 09)	
MEMBER AND DATE RECEIVED	COMMENT RECEIVED
Father David Sillince (10 Nov) GROUP A	I have no specific comments to make, though I note with approval especially para (3) and the attempt to introduce greater fluidity into the "triangle of progression", which I feel is highly necessary.
David Parrott (17 Nov) GROUP C (NASUWT)	<p>As I'm coming to this review halfway through some of my comments have probably already been addressed. All are taken from my many years of experience in Primary Education:-</p> <p>(1)As noted Primary teachers are largely non-specialist in RE and a framework for guidelines and standards must be clear and unambiguous. They <u>must</u> take into account that we are teaching children. Therefore the material presented to them must be accessible to them and as 'hands-on' as possible.</p> <p>(2)This will therefore preclude the types of concepts mentioned in (3) Type A which quite rightly appear where they can be more readily understood at KS4. Basic knowledge needs to be there before proceeding to this more abstract stage and is best dealt with at a more general level in Personal and Social Development. Many Primary children in our City schools lack simple social skills, usually caused by poor to non-existent parenting, so we have to start from a very low level – as many schools, to their credit, do.</p> <p>Therefore, in conclusion, the extent to which abstract concepts can be introduced at Primary level in the City is limited, and the stage at which the child's understanding has reached must take precedent.</p>

This page is intentionally left blank

AGREED SYLLABUS REVIEW – Report for Southampton SACRE

The writing group met on Friday 15th January to revise material in the 'Living Difference' Agreed Syllabus in line with previous concerns raised by practitioners using the syllabus.

The following sections were added or updated in Friday's session:

- 1) **Why is 'contextualise' so important?** It was felt that this was an area of confusion for some teachers and that the updated syllabus would benefit from some further clarification of this stage of the cycle. The 'contextualise' element is crucially important in illustrating the concept. Two Hampshire Advanced Skills Teachers, (AST's), spent time writing this section with illustrations and examples. It was pointed out that 'contextualise' can be secular or religious but the context should stand up to scrutiny. The examples given included up to date news stories.
- 2) **Special Educational Needs amendment:** This was updated and amended by a Primary AST, and a SEN representative. They firstly clarified what is meant by special educational needs. The update recognized that some students will find it impossible to access some religious-specific abstract concepts. It is fine for teachers to use the methodology to help students engage with simpler concepts such as caring and belonging, and recognize that some may use these to build up to more complex ones. This is totally acceptable and illustrates how the syllabus can be used to achieve personalized learning. Some work was also done on unpacking the methodology and outlining teaching strategies for teachers of pupils with special educational needs, for example use of artifacts, music, visual and tactile resources.
- 3) **The cycle of enquiry and national strategies:** There are a number of national strategies and directives that have been introduced since the syllabus was originally written and it is important to highlight how following a cycle of enquiry clearly enables these to be met. A one page document on **Personal, Learning and Thinking Skills**, (PLTS – a secondary strategy), was drawn up explaining how these all these skills can be assessed and developed at any stage of the cycle but more specific explanation of each skill was also given in relation to RE and the cycle of enquiry. The 6 qualities and skills are creative thinkers, independent enquirers, team workers, self-managers, reflective learners and effective participators. **Community Cohesion** - all state schools have a duty to promote community cohesion, so a paragraph was also added to the syllabus explaining how the cycle of enquiry promotes this through encouraging students to question stereotypes and challenge assumptions. **Cross-curricular dimensions** – these are identity and cultural diversity, healthy lifestyles, community participation, enterprise, global dimension and sustainable development, technology and the media, and creativity and critical thinking. Another page was added, which outlines how 'communities of enquiry', through Living Difference, give many opportunities to develop these dimensions. For example, students familiar with using a cycle of enquiry are well placed to examine lifestyle choices within religious beliefs about relationships and ethical issues. Being in an open enquiry environment facilitates the growth of confident, emotionally-healthy individuals.

- 4) Original Templates** – Time was spent considering the original statements regarding the values and purposes of RE, and statements about ‘Every Child Matters’ etc. These were clarified and updated as necessary.

Next Steps:

- 1) Assessment – to clarify and update where necessary. The syllabus uses one attainment target for each level and will continue to do so.
- 2) Revise humanist concepts and introduce Baha’i concepts.
- 3) Write a quick start-up guide – how to read and implement the guide.

Other points:

Some time was spent discussing the alignment of the syllabus with national requirements for RE. We want to ensure that the methodology stands up to scrutiny and that RE is not assimilated into the curriculum.

The updated syllabus is likely to be released on a disc due its volume.