

Non - Statutory Guidance for the

Kent Agreed syllabus 2017-2022

Subject Leader Guidance

The Role of the Religious Education Teacher

Most teachers are concerned about all aspects education of the personal development of the pupils in their care. This includes their spiritual and moral development, which is at the heart of good Religious Education. **Religious Education is not concerned with the nurture of a particular faith or acceptance of a religious way of life.** Nurture in faith is the responsibility of the home and faith community. However, Religious Education is about enabling pupils to explore the meaning of life, the nature of faith and what it means to live life as a believer.

Teaching Religious Education therefore does not require the teacher to have a personal faith or commitment to a religious perspective on and understanding of life. It does, however, require the acceptance that such a view is an entirely valid one, that religion is of considerable importance to the vast majority of people in our world and that its study is, therefore, an important part of the curriculum.

The Kent Agreed Syllabus is designed to support the specialist and non-specialist, the committed and uncommitted through the provision of a coherent framework of appropriate content and pedagogy. If the aim of achieving high standards of teaching and learning in RE are to be achieved, then it is of course to teachers that the task of translating the Programmes of Study into classroom reality ultimately falls.

It is the responsibility of each teacher involved in the subject to ensure that:

- the Religious Education provided is planned and matched to pupils' abilities so that an understanding of what it means to be 'religious' and how people of faith express their experience through their religion can be meaningfully explored
- pupils are encouraged to think about religion and faith, explore the nature of belief and its impact on the morals, attitudes, values and behaviour of believers
- pupils explore the affective / spiritual dimension of Religious Education (AT2) and relate understandings gained to their own life experiences

The nature of RE, particularly the second aim of this syllabus which is concerned with 'learning from' religion and relating it to human and personal life experience may lead to pupils asking difficult questions or making personal disclosures. Such situations can be difficult to manage but should not be avoided, for they are at the heart of good and effective RE. There are no meaningful 'stock answer' responses nor 'off the shelf' ways of dealing with such classroom incidents. Teachers will need to use their professional judgement and sensitivity and work within the good relationships they have built with pupils.

The ethos of the school and RE's contribution to it are important in establishing the right climate for dealing with such questions and incidents. The following practical guidance may be helpful.

Practical Guidelines

- establish clear ground rules with the class for discussing controversial issues
- encourage the use of 'owning and grounding' language such as 'in my opinion' or 'some Hindus would say'
- treat a question or incident as a positive rather than negative event wherever possible but if a difficult issue which is impossible to handle properly at the time arises, arrange to return to it later when it can be dealt with in a more considered way
- affirm the importance of the pupils' contributions, even if you do not agree with them
- help pupils to understand that diversity of opinion and the existence of unanswerable questions are fundamental to human existence and experience and are aspects of life that we all have to learn to live with

- allow for the possibility of a range of answers or opinions and encourage an awareness of diversity without undermining pupils' own beliefs
- use the situation to open up rather than close down conversation or thinking. Encourage a 'let's explore this together' approach
- encourage further exploration by suggesting other people that pupils could ask and places they might look for more information. Affirm the importance of people close to the pupil, such as their family, their faith community, their friends
- correct factual misinformation, wherever possible, without confrontation whilst always respecting the right of the pupils, their families and the members of the communities to which they belong to hold their own beliefs
- in the case of personal disclosure, the prime need may be for comfort, affirmation or support rather than abstract discussion. It may be possible to suggest a follow-up to the pupil's disclosure e.g. with a personal tutor but if this is inappropriate or not possible then set the class an activity that provides time to attend to the pupil or allows some personal space
- throw questions back for further clarification with the aim of keeping the pupil pondering, rather than giving closed answers when there is clearly no one answer
- be as honest as possible without being ruthless e.g. re what may have happened to a dead relative. In these circumstances a teacher should not normally challenge a pupil's belief
- let a discussion develop if it is being considered seriously by the class and try to end with a period of reflection to provide a suitable close to the discussion and lesson
- never intrude into a pupil's personal life and ensure that pupils know they always have the freedom to remain silent should they so wish

Leadership and Management of Religious Education:

The Role of the Subject Leader

The quality of subject leadership is critical to the quality of teaching, learning and therefore of standards achieved in religious education (RE), as in all subjects. The Agreed Syllabus Conference recommends that schools appoint a subject leader in RE who is a subject specialist. If that is not possible, for example in some primary schools, then someone with knowledge of and an interest in the subject should be encouraged to lead.

It is good practice for schools to appoint a link governor for RE. The publication and implementation of this agreed syllabus provides a good opportunity for the subject leader and link governor to lead a subject policy review. An exemplar policy is included with this guidance, which gives schools the opportunity and flexibility to articulate clearly how they intend to interpret and implement the RE curriculum in their own particular context.

The Role of the RE Co-ordinator

- **Inventory**
- Current documentation
- Resources, of all sorts
- Teacher expertise
- How is RE taught at present
- Are there any local links with faith leaders etc?

Policy: Check that the school RE policy is up to date. It should include;

- Le.g.al framework, including the right of withdrawal

- School context
- Aims of RE
- Attainment targets
- Content per year
- Methods and approaches
- Assessment and reporting

Scheme of work

- Check the scheme of work is in line with the new Kent Agreed Syllabus 2017-22.
- Look at the current scheme to find out which religions are taught in each year group and that they match the syllabus requirements (page 13 of the syllabus).
- Ensure that visits to places of worship are decided.
- Discuss with whole staff at draft stage. Listen to their ideas.
- Make sure that the staff have the learning objectives and the activities and suggested resources section.
- Make sure the staff have access to the syllabus section that you want them to teach not just the learning objectives.
- Ensure basic resources are available
- Advise teachers on delivery of scheme.

Resources

- Check that resources are up to date and relevant. Dispose of old stock
- Start to collect new resources, artefacts, books, videos, posters
- Make contact with local faith leaders, parents and grandparents
- Build up resource boxes
- Catalogue resources and give lists to all staff
- Advise staff how to use resources
- Make RE displays
- Be aware of courses available for the specialist and non-specialist
- Keep up to date with new ideas

The monitoring role within the overall subject leadership one is critical and there are tools to support subject leaders in fulfilling this responsibility effectively. Use of the subject or department self-evaluation toolkit (See Appendix A below) provides a good guide to the areas about which subject leaders should know and be able to discuss or write.

Rigorous use of such a self-evaluative tool, for example annually, should result in a clear overview of the current situation in the subject and the production of an action plan for progress and improvement.

The monitoring role of the subject leader includes:

- monitoring subject planning
- monitoring subject delivery
- monitoring assessment of the subject
- monitoring record keeping and reporting of the subject

The purposes of monitoring include:

- providing information about, and raising, standards of achievement
- improving the quality of teaching and learning
- supporting teachers in becoming more effective

- ensuring that teacher expectations are sufficiently high
- providing information about gaps in subject coverage
- ensuring that each child receives their full entitlement
- identifying and sharing good practice
- identifying professional development needs
- identifying future development needs
- generating an evaluative report which can be shared with all staff

Below are some **key questions** which might be asked, some particularly in primary schools to give an overview, followed by some specific guidance on particular aspects of monitoring such as analysis of pupil's work and lesson observation.

In terms of general/overview monitoring, it is appropriate for subject leaders to ask:

- is there a planned programme of RE across the school in accordance with the syllabus?
- is the curriculum time for RE at or above the minimum time required by the syllabus e.g. over a term, year and key stage?
- are resources for RE adequate and used appropriately? Are resources varied, accurate and authentic?
- does the taught programme of RE address the key questions from the syllabus appropriately?
- do teachers have clear objectives and set high expectations in RE?
- are achievement and standards of attainment in RE promoted through high expectations of pupil progress and a challenging RE curriculum for all pupils?
- are RE lessons well structured, organised and managed?
- are teaching and learning focused on appropriate objectives and suitably paced?
- is there a suitable proportion of direct teaching in RE and is there a balanced variety of opportunities for pupils to respond e.g. through paired, group and individual work?
- does whole class work, discussion and questioning enable all pupils to participate and make progress?
- in what ways does the teaching provide opportunities for the spiritual, moral, social and cultural development of pupils and are these identified e.g. in planning?
- is RE teaching providing varied opportunities for pupils to develop ideas, arguments, thoughtful reflections and questions of their own?
- are support staff deployed effectively to support learning in RE?
- do pupils with a variety of special needs, including the more able pupils, make appropriate progress in RE?

To support subject leaders in fulfilling their monitoring role effectively, checklists for each of the areas identified below are included with this guidance.

Lesson observation

Teachers find lesson observation both challenging and reassuring. RE subject leaders may wish to take a lead in being observed: this is good practice and sets an appropriate example and tone within which the exercise can be consulted. A programme of observation is often most effective if it runs alongside opportunities for continuing professional development, and if the focus is clear, for example on a particular religion, or 'learning from religion' through developing skills of reflection.

Analysis / scrutiny of pupils' work

- judgements about pupils' attainment and achievements are crucial to self-evaluation and therefore must be as accurate as possible
- measuring achievement i.e. progress made against prior attainment involves evaluating

the changes in pupils' levels of attainment over time

- work scrutiny should evaluate both provision and outcomes and can occur in a number of contexts, e.g. sitting alongside pupils as they work; looking at the books of a whole set or class; observation of displays; systematically sampling work e.g. groups of books or examples of above below and average pupils' work on a regular basis should evaluate provision and outcomes
-

Provision includes:

- the quality of marking
- the range of opportunities provided for pupils to develop skills and competencies across a broad curriculum
- whether the work is matched to the pupils' levels of attainment
- the effective use of assessment to inform teaching
- the relative demands made of pupils by different subjects

Outcomes include:

- pupils' attainment by attainment target
- the progress made by individual pupils and by different groups of pupils (higher attainers, ethnic minorities)
- the progress made by different year groups and by sets or parallel groups where relevant

Monitoring short-term planning

Monitoring planning secures subject coverage and provision by checking that programmes of study are translating accurately and appropriately into schemes of work and thus to classroom practice through individual lesson plans.

The criteria on which to base judgements when evaluating planning and/or assessment, recording and reporting set out below can be easily turned into questions. These questions should be asked of any planning scrutinised and answers will determine the judgement of the quality of lesson planning seen.

Talking with pupils or students

Pupils themselves are a vital source of information about their work, learning, standards and attitudes and behaviour. Some questions you might ask pupils when talking about their work with them are included below.

Giving accurate feedback effectively

Communicating feedback effectively is imperative for ongoing improvement and progress. Creating a positive, non-threatening climate is essential; guidance is set out below.

Finally, also included is a checklist of some 'Possible areas for discussion with curriculum co-ordinators', which subject leaders may find useful as they cover, for example, the areas about which Ofsted inspectors expect subject leaders to have knowledge.

Keeping a subject / departmental file is good practice and suggestions for content and format are also included at the end of this article of guidance.

Monitoring short term planning

Effective lesson plans include:

- clear learning objectives
- approximate timings for each part of the lesson
- activities which relate to the learning objective
- variety of teaching strategies and learning experiences
- the subject-specific language to be used
- the deployment of, and tasks for, additional adults
- briefing notes for support staff and others
- special resources that are needed for the lesson
- indication of where work is differentiated
- assessment details for individuals, groups or the whole class
- evaluation notes
- assessments and evaluations inform to future planning
- information for use in the next lesson

Questions/criteria on which to base judgements from scrutiny and evaluation of pupils' work

Teaching

- does the work provide evidence of a broad and balanced curriculum?
- does the work match national curriculum requirements?

Range of tasks

- do you see evidence of pupils using higher order thinking skills e.g. did you see any examples of reporting, describing, instructing, explaining, narrating, persuading, arguing?
- is there too great a reliance on worksheets which do little to extend pupils' development?
- do tasks value process as well as product?
- is there a variety of tasks?
- are tasks motivating, challenging and matched to pupils' needs and abilities?
- are pupils ever asked to write for an audience other than themselves or the teacher?
- are research skills and note taking taught?

Assessment

- is marking helpful? Is it about content / organisation or spelling / punctuation? Is it sparse and fragmentary; uneven but good in some classes or regular and helpful? Is it evaluative or diagnostic? Is it regular, systematic and consistent?
- how detailed is the marking e.g. ticks only, a mark or grade, comments or correction in

the margin, a summative comment which is personal to the pupil?

- is there any evidence that targets are set, or action taken as a result of the assessment?
- is unfinished work monitored?

Planning

- is there some consistency and continuity from one teacher to another?

Learning

- are pupils evidently achieving more from one year to the next, e.g. gains in knowledge/understanding/skills?
- what competencies as learners does the evidence show e.g. research, problem solving?
- looking back through the current book is there clear evidence that progress is being made?
- is there any significant variation in the quality and quantity of work produced during the year?

Attainment and Achievement (these are not the same thing)

- how do standards achieved compare to national norms and pupils in similar schools?
- is the standard of work produced appropriate for the year group? Is work worse than is usually seen? Average? Better than average?
- is there evidence of progress over time and is this in line with, below or above expected rates or progress?
- are pupils becoming increasingly aware of how written communications can serve a variety of purposes?
- does pupils' work increase in subtlety and discrimination?
- are pupils learning to organise work? Did you see any examples of drafting, economical note-taking, collaborative writing?
- do pupils persevere with tasks?
- do pupils ever use writing to sort out their ideas as well as communicate them? Is work ever experimental or imaginative?
- is there evidence of under-achievement?
- is the content appropriate? Is there evidence of differentiation?
- is the work correct? To what extent does the pupil use standard English, conventional syntax, accurate spelling and consistent punctuation?
- is the work well presented, neat and tidy? Are books looked after carefully? Are there any differences for age groups or between boys and girls? Is work carefully laid out? Is handwriting legible? Is the work well organised? Are diagrams and sketches completed neatly and clearly?
- do pupils take a pride in their work? Are there signs that they are trying to do it to the best of their ability? Can they write at appropriate length, linking ideas together? Do they respond to comments by the teacher?
- is work tackled with enjoyment or do pupils demonstrate little interest? Are pupils confident about using the written word?
- is ICT being used appropriately?

Discussions with pupils and students

Some areas you might explore with pupils/students when talking about their work in Religious Education with them include:

- standards – how well they know how they are doing and what they need to do to improve
- which parts of the subject they are particularly good/weak at and why
- any parts of the subject about which they are not very certain
- what they have learned in the subject today/this week/recently
- the range of approaches to learning they experience (including ICT); which approaches they prefer and why e.g. reading, writing, speaking, listening, experiential, audio-visual etc
- a piece of work they are particularly proud of and/or a module/topic which they enjoyed learning about and remember well
- how regularly their work is marked; whether they understand the marking system and find it helpful or not; whether the marking identifies clearly areas for improvement
- how often homework is given, and the variety of tasks set; the usefulness/effectiveness of homework; how homework is received and responded to by the teacher
- their suggestions about how teaching and their learning in the subject might be improved and made more enjoyable/effective/useful

Lesson observation

At the end of a lesson observation the observer should be able to evaluate and make a judgement on:

- the quality of teaching and learning
- standards attained by pupils
- pupils' achievement
- pupils' behaviour, attitudes, relationships and personal development

Evaluation of the effectiveness of teaching is based upon its impact on pupils' learning ie. the pupils and their learning are the focus of observations.

Evaluation and judgements in each of these areas are based upon commonly agreed criteria:

Teaching and learning

- the teacher has secure knowledge and understanding of the subject
- planning is effective with clear objectives which are communicated to pupils
- the teacher shows an ability to challenge and inspire pupils
- the teacher uses methods which enable all pupils to learn effectively e.g. boys and girls, minority ethnic pupils, pupils with different learning styles (VAK learners)
- pupils are managed well, the teacher insists on high standards of behaviour
- time, support staff and ICT are used effectively
- pupils' work is assessed thoroughly and used to encourage pupils to overcome difficulties and improve
- homework is used to reinforce and/or extend what is learned in the lesson
- teaching meets the needs of all pupils e.g. SEN, gifted and talented pupils, and pupils having English as an additional language
- pupils acquire new knowledge or skills, they develop ideas and increase their understanding
- pupils apply intellectual, physical or creative effort. They work productively and at a good pace
- pupils show interest in their work, sustain concentration; they think and learn for themselves
- pupils understand what they are doing and what they must do to improve

Attitudes

- pupils are positive, keen and eager; they show an interest in their work

Behaviour

- pupils behave well, they are courteous, trustworthy and show respect for other people and property

Relationships

- pupils form constructive relationships and work in a positive atmosphere. They reflect on what they do and understand how it impacts on others

Personal development

- pupils show respect for other people's feelings, views, beliefs and values; they show initiative and are willing to take responsibility

Teaching cannot be satisfactory if any of the following is present:

- teachers' knowledge of the subject is not good enough to promote demanding work
- basic skills are not taught effectively
- a significant minority of pupils is not engaged with the lesson
- lessons are poorly planned, organised and time is therefore wasted
- there are weaknesses in controlling and managing pupils and their behaviour
- pupils do not know or are not sure what they are or should be doing
- pupils are not making expected progress

Standards

- what pupils know, understand and can do in relation to different aspects of appropriate targets. A level should be assigned to the standard of pupils' attainment and strengths and weaknesses.
- check for significant variation in the attainment and progress of pupils of different gender, ethnicity or background, and feedback appropriately
- check for significant variation in the attainment and progress of pupils with special

educational needs, those who have English as an additional language and gifted and talented pupils

Achievement

- how pupils achieve in relation to their capability and prior level of attainment
- value-added measures should be used to indicate rates of progress
- work should be demanding enough to enable all individuals and groups to achieve

Achievement is unsatisfactory when:

- progress is patchy, and pupils are not challenged
- there are signs of underachievement among groups of pupils
- value-added indicators are negative
- achievement is below expectations for pupils of their age and ability

Feedback to teachers**To be effective, feedback to individual teachers should:**

- be on-going
- be given by the observer involved
- be well informed
- be sensitive about the messages being delivered, particularly where these are difficult, e.g. through tone of voice, body language, good eye contact etc
- clearly identify strengths and areas for development in a helpful, supportive way
- provide clear reasons for judgements
- ensure that the teacher is aware of how to improve
- allow time for a professional discussion with the teacher through encouraging responses, questions and comments
- use the grading method agreed with the school, for example use of numbers or descriptions, e.g. good, satisfactory, unsatisfactory etc

Overall: effective feedback delivers messages sensitively but confidently and gives the teacher a clear indication of his or her strengths and how to improve

A Model Policy for Religious Education

This policy has been adopted by the governors in consultation with the headteacher, subject leader and teaching staff. The policy was approved by the governing body on(date) and will be reviewed on(date).

Model Religious Education Policy for Kent Schools

(Policies are supposed to match within each school, so this would have to be revised to match the other policies you have)

Introduction

This policy is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at **xxxxxxx School**.

It was developed on **xxx date** and agreed upon by the teaching staff and approved by the governing body on **xxx date**.

This policy will be reviewed on **xxx date**

The Le.g.al Requirements

The 1988 Education Act states that every maintained school must provide a balanced and broadly-based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.'

All maintained schools must teach religious education according to the Kent agreed syllabus.

Academies must follow an agreed syllabus which may be the Kent Agreed syllabus.

All agreed syllabuses must 'Reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain.'

We acknowledge the rights of parents to withdraw their child(ren) from RE and those of teachers* to withdraw from teaching the subject. We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. We do, however, have a procedure in place to deal with any questions or concerns from parents about RE or withdrawals which, should in the first instance, be raised with the subject leader, then referred to the headteacher. (There are no pupils withdrawn from RE at present).

Aims

At xxxxxxx School pupils come from a rich diversity of ethnic, cultural, religious and linguistic backgrounds. Through the study of religious education, pupils' understanding of the multicultural and multifaith society that we live in today is promoted. Sensitivity to the differences of faith, culture and practice within our school leads to an atmosphere of tolerance to others and goodwill.

At xxxxxx school we additionally believe:

Children should be encouraged to develop an understanding of the importance of creating a community that works in harmony. We work with the children to develop a sense of community that engages both attitudes and understanding of:

- Forgiveness
- Fairness
- Love/friendship
- Empathy/compassion
- Respect/tolerance
- Awe and wonder
- Right and wrong

To create this community, children need to:

- Develop a willingness to ask questions and explore.
- Respect and value the views and opinions of other children's faiths.
- Respect the right of others to hold their own religious views without ridicule or embarrassment.
- Recognise that everybody is unique and has something to offer to R.E.
- Appreciate the impact that beliefs, values and traditions have on lifestyle.
- Have time to reflect and appreciate all of the above.

Principles of teaching and learning

(the principles that are suitable and matching to your syllabus and school circumstances)

The areas of study through which pupils will be working are: *Which year groups learn which religions*

Learning Experiences

These may include:

- Handling artefacts.
- Sharing personal experiences.
- Visiting local places of worship.
- Listening and responding to music.
- Making and tasting food e.g. from religious festivals.
- Looking at, and wearing clothes worn for a variety of religious occasions or within a variety of cultures.
- Role play.
- Meeting members of different faiths in school.
- Enjoying time to reflect and evaluate.

Differentiation and Special Educational Needs

Although the learning objectives are statutory we acknowledge that when taking account of these, some objectives may take longer to achieve than others, depending on children's varying abilities. Productive repetition of some ideas will be vital for reinforcing each concept, and vocabulary used when teaching needs to be checked against understanding. We understand that practical experiences are the most valuable educational tool and are essential for pupils with special educational needs.

A wide variety of experiences such as visiting places of worship, receiving visitors, handling religious artefacts, self-expression and role play need to be arranged for these pupils to make the most of their learning.

Resources

Xxxxxx has a wide and varied range of resources and artefacts to support teaching and learning in all year groups. They are labelled according to religions and are stored in a central area.

Assessment of R.E

Xxx School will be using the assessment xxxxxxxx as the basis of their assessment. There will be a report on RE at the end of the year.

We intend that this policy will operate for the next two years when it will be subject to a full review led by the subject leader and involving the headteacher, teaching staff and governors, to ensure that the policy is embedded in practice. The subject leader has the responsibility of monitoring and evaluating the subject and to support this process teachers are asked to return an appropriate pro forma based on their own work in RE to the subject leader each term. Collection of this information enables the subject leader to identify particular issues related to teaching and learning for feedback and the continuing professional development needs of teachers. A meeting, led by the subject leader to discuss provision, standards and strategies for improvement is held termly.

Subject link governor:

Head teacher

Subject leader:

Date:

(This model policy is provided to support schools in developing their own policy for Religious Education)

* N.B. teachers in a voluntary Aided (Faith school) may be expected to teach Religious Education according to the faith requirements. Please check with your contract of employment.

A self-evaluation document for the RE leader

Religious Education	Y/N/P	How good is this? Evidence	Areas for development
Is there a clear policy for RE, matching other policies in the school?			
Do you have a scheme of work for RE that ensures delivery of the most up to date version of the local Agreed Syllabus?			
Is adequate time allocated to RE? Currently 5% of time.			
Does the school brochure inform parents of their rights to withdraw pupils?			
How many pupils are withdrawn from RE? How are withdrawn pupils supervised?			
Are teachers aware of their right to withdraw from teaching RE? Do pupils receive their statutory entitlement from other members of staff?			
Is there a teacher with responsibility for religious education?			
Is the teacher with responsibility for RE an RE specialist?			
Does RE feature on the school improvement plan and are new initiatives supported in school by training for the subject leader and other staff? Is the RE subject leader given time and opportunity for personal subject development?			
Are RE plans and Lessons monitored regularly? Does this monitoring have an effect on the future plans and development of RE			
Is assessment of RE in accordance with the locally agreed syllabus requirements? Is assessment used to inform future teaching?			
Do teachers use a variety of strategies in lessons? IE drama, artefact handling, ICT, video, music, dance, written work.			
Religious Education	Y/N/P	How good is this? Evidence	Areas for Development
Is formative marking of work done regularly?			

Is there a separate report to parents on progress in RE at the end of the year?			
Resources; Is there an RE budget? Are there adequate resources, artefacts, books, posters, videos, CD ROMs? What further resources would be useful to you?			
How well does teaching in all key stages meet the needs of all the pupils? What are the particular strengths of RE teaching in your school? Are there any weaknesses in the quality of RE teaching in your school?			
Please comment on the standard of learning achieved by pupils in each key stage of your school. How well do pupils achieve? What is the progress made in relation to the pupils starting point and or targets?			
How well does RE contribute to the pupil's personal development?			
Does RE make a contribution to the spiritual, moral social and cultural agenda of the school. Does RE make a strong contribution to the school's inclusion agenda?			
Is there any other information you would like SACRE to know, what support would you like from SACRE?			